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TWENTY-FOUR FOREIGN COUNTRIES WERE OFFICIALLY REPRESENTED AT THE A. L. A.'S FIFTIETH ANNIVERSARY CONFERENCE AT ATLANTIC CITY, OCTOBER 4-9. MANY OF THE DELEGATES MET WITH A. L. A. OFFICERS AND THE COMMITTEE ON INTERNATIONAL RELATIONS ON OCTOBER 7 TO DISCUSS PLANS FOR INTERNATIONAL LIBRARY CO-OPERATION

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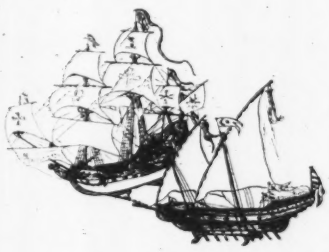

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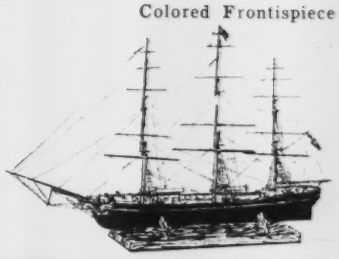

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TABLE OF CONTENTS

LOOKING FORWARD ..... *Charles Francis Dorr Belden* 875

SEED TIME AND HARVEST ..... *Richard Rogers Bowker* 880

OUR NEXT HALF-CENTURY ..... *Melvil Dewey* 887

THE A. L. A. IN ITS FIFTIETH YEAR 889

GOVERNMENT DOCUMENTS, 1876-1926 ..... *James Ingersoll Wyer* 891

TRAINING FOR LIBRARY WORK WITH CHILDREN ..... *Effie L. Power* 895

SNAPSHOTS OF LIBRARY ADMINISTRATION—A REVIEW *John Adams Lowe* 899

FOLLIES IN LIBRARY PLANNING ..... *William F. Yust* 901

CONSCIOUS EVOLUTION—A REVIEW ..... *John Boynton Kaiser* 904

THE FIFTIETH ANNIVERSARY CONFERENCE 906

General Sessions and A. L. A. Council

EDITORIAL NOTES 916

LIBRARY BOOK OUTLOOK ..... *Louis N. Feipel* 918

AMONG LIBRARIANS 920

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THE LIBRARY JOURNAL

TWICE-A-MONTH OCTOBER 15, 1926

Looking Forward

BY CHARLES FRANCIS DORR BELDEN
Director of the Boston Public Library

THE Anniversary Conference draws to its close. The first half-century of the American Library Association has passed into history. During the past twelve months, culminating in the eventful days of this week, the librarians of America have, with just pride, read and heard of the beginnings of their Association and of its later achievements. Due honor and tribute have been rendered to those men and women who gave in life their strength, their zeal, their wisdom, to the upbuilding of the profession of librarianship.

We have been happy in the presence among us of strong pioneers like Dr. Dewey and Mr. Bowker, whose experience covers the entire life of the Association, from whose lips we have heard the story of the past and thru whose prophetic eyes we have caught a glimpse of the rich fields of promise still ahead. Distinguished men and women of the library profession from distant lands have added lustre to the Conference and have brought their messages of inspiration to this memorable gathering.

We have been deeply impressed by the story of the growth and development, the recital of the activities and future plans, of the affiliated national societies, all promoting in their diversified fields the intelligent use of the printed word. Prominent library trustees and librarians of the United States and Canada, representing the various sections of the Association, have dealt with the many live problems which are today of absorbing interest to the profession. We are all glad to have been present and to have had our part in the Semicentennial. We shall all carry home with us rich memories, new zeal for work, and a livelier interest, if possible, in the American Library Association, which with high hope and eagerness—a hope and an eagerness justified by past experience—faces the opportunities and problems of the future.

It is by no means unnatural, as we look ahead, that some searching questions force themselves upon us. Just whither are we going? Where are the pilots comparable to those of earlier days? Are we not being led astray from our proper road by the attractiveness of alluring by-paths? Are not culture and the finer spiritual qualities of our work giving place to aims and tendencies which are merely material?

Can it be that librarians of today lack the faith and vision of an earlier time, that we are so immersed in the details of particular problems that failure at some one point makes us skeptical and blunts our courage? The brief history of library development has been that of a breathless race, in which the librarian has struggled, often vainly, to keep up with his opportunities. Over and over again it has been necessary to undertake activities for which there have been no precedents. Mistakes have inevitably been made, and will doubtless continue to be made; but we are, I believe, all agreed that never before has the scene been set as at present for a constructive program of sane, far-reaching, efficient library service. It is well, on the threshold of our second half-century, to spend a few minutes in taking account of stock and renewing our hopes and aspirations.

The early years of organized library activity naturally had as the first results the upbuilding of a technique adapted to the needs of libraries of varying size and the solution of many fundamental problems of administration. The outstanding major phenomena of the past fifty years, however, in addition to the remarkable growth in the number of libraries, are generally admitted to have been: The spread of the "open shelf" idea, whereby the general public has free and immediate access not only to volumes of reference, but, book treasures excepted, to the entire contents of the library; the wide extension of the "home use" of books—the privilege of withdrawing reading matter from the library for use in the leisure of the home; the organization of work with children, resulting in the provision of library rooms especially adapted for their use, and filled with suitable books, and the development of the "story-hour" as a means of stimulating the imagination of boys and girls.

All these things were foreseen or at least dreamed of fifty years ago. Is it possible for

* American Library Association presidential address, Atlantic City, Friday, October 8, 1926.

the librarian of today to predict the future with a vision equal to that of the men and women who formed the Association in 1876? The way, surely, is much more clearly defined than it was then. As we look ahead, what do we see?

One thing is certain: as the second half century of organized library work opens before us a change of emphasis is taking place. More and more is being realized the necessity of vitalizing the material on the shelves of the public library, if its custodians are in the fullest measure to serve the present and potential users of the institution. Better and wider knowledge of the contents of books is necessary; the ability to find and deliver at call "facts," and to evaluate all available printed resources for the use of the business and professional world. The library, in short, must be made an essential and recognized asset in the daily life of the men and women of today. Thru carefully thought out publicity, without unnecessary loss of dignity, the citizens of the country must be awakened to the value of the public library and what it has to give in the way of service,—service which is no longer to be measured by the books on the shelves of any one library, but which thru organization, co-ordination of resources, and whole-hearted co-operation will extend from town to city, to state, to country, and will finally bring within reach the knowledge of the whole civilized world. It is no idle dream to believe that fifty years hence libraries everywhere will be so closely linked together that, thruout the length and breadth of the country, even the smallest local library will be prepared to provide the best of expert service to adolescent and adult.

Neither specialization nor tradition must be permitted to destroy breadth of outlook. The appeal of the library is all-embracing; it exists for all sorts and conditions of human beings. It must give intelligent and just consideration to the needs of every user. The properly qualified reader or student—note carefully the words, "properly qualified reader or student"—should and must be able, thru some public, college, university, or institutional library which is within his reach, to lay hands on all recorded matter of expression, irrespective of its opinion or subject. The true public library must stand for intellectual freedom of access to the printed word.

The term "library extension," formerly applied to the spread of the library gospel and the foundation of new libraries, has come to have an altered meaning. The stress is now being laid on the extension of service—the enlargement of its scope and the improvement of the methods by which existing libraries serve their communities. The present is a period of experimentation, of trying out new ways of making the library a greater agent of education. Extension is expressing itself in many interesting forms, among them being increased publicity and propaganda; work with the foreign born, including the large masses of unassimilated aliens; work with the blind; hospital service; closer co-operation with the schools and other agencies of education, social service, and human betterment, including such great national organizations as the American Federation of Labor and the American Association for Adult Education. These problems are nation-wide, and now that librarians have learned the value of team work thru the "war service" of the Association, it may confidently be predicted that, in increasing measure, many library enterprises will be undertaken and brought to fruition on a national if not an international scale of co-operation. The collection, co-ordination and distribution of all available information in this great field of the wise extension of library service will be among the immediate duties of the A. L. A.

With the advance of the years, increased emphasis will properly be placed on scholarship in the public library. The demand for educated men and women, specialists in the varied fields of library work and administration, has never been so insistent. Mere college and library school graduates are good; but we now demand in addition a steadily increasing number of sound linguists, trained bibliographers, expert catalogers, skilful interpreters of literature, wise advisers of the young and the unlearned, practical administrators and others specially equipped for special duties.

The Association's intensive study of the subject of education for librarianship is shedding much light on the problem of supplying these needs, and we may look forward with confidence to a steady improvement in the training of those who serve the public thru the library.

In many places, unfortunately, it must be admitted that our libraries are static; they have outgrown the state of becoming, and in consequence are of little real use. A room or building, books and periodicals, and an attendant to pass them over the counter no longer constitute a public library. The combination needs to be vitalized; it must give ever widening and worthwhile service to ever increasing numbers. The Association faces a very real problem in providing such institutions, in particular the small library with its small and inadequately trained staff, some stimulus, some incentive whereby justification may be found for their existence. This justification is in a way to be supplied in the new emphasis which is being placed on the library's function in adult education. It is a tragic fact that thousands of men and women first feel their need of a formal education when it is too late to get it. But there is the public library—every man's university. We are just

waking up to the infinite possibilities of helpfulness which have in the past lain dormant and neglected in every public library, large or small. It will be the task of the American Library Association to bring home to the libraries and the public the importance of this function, and to bring libraries and public together in an educational relation. This, I believe, is the spark that will rekindle many a library whose light has gone out, transforming it into an active source of intellectual life.

A surprising amount of information on this vital subject will be found in the report presented by the Commission on the Library and Adult Education. While the study is preliminary only, it contains a careful exposition of the adult education movement abroad and at home, and offers fruitful suggestions for the future. The references and bibliographies add greatly to the value of the report and will be appreciated by all students of the subject. The "Reading With a Purpose" pamphlets, which have met with so cordial a reception, are an illustration of what the libraries may hope to do in this field. Another example is the provision of "readers' advisers," a new sort of public servants, who have already endeared themselves to the users of more than one library. The radio will be brought into use, for a crisp daily book-talk, which will keep the people in touch with their library and its activities.

The coming years will find in many libraries not only competent "readers' advisors," but "interpreters of literature," intelligent and sympathetic readers of prose and poetry. Reading aloud, in our day and generation, has become almost a lost art. It is impossible to overestimate its value in developing among the members of a group or class of listeners a taste and love for the true, the beautiful, the stimulating, the soul-satisfying, in the great literatures of the world; it may do for adults even more than the story-hour does for the children.

The Board of Education for Librarianship has considered the advisability of establishing special courses of instruction in adult education for librarians, or of incorporating the necessary instruction in courses already established. Might not the training of good readers, *not* elocutionists, constitute a valuable feature of such courses?

Encouragement and profit will accrue from a close study of certain other anniversary publications. In the report of the Survey Committee are brought together the results of an investigation of the present methods of library work and administration in the several types of public libraries themselves thruout the United States, their strength and their weaknesses. The volumes now in hand and those to follow constitute the first adequate record of the processes and customs pursued in important libraries of all sizes, and administered under varying conditions, at the close of the half-century period of library development. Its study may well result in the standardization of many details of administration on the lines found by experience to be the most efficient; it is sure to aid in strengthening and systematizing the work of many of our librarians.

It is inevitable that the Association shall soon enter upon a series of experiments and practical demonstrations destined to have far-reaching results. Among those which occur to me are: demonstrations of special-service activities for groups or institutions, commercial or educational; a study of reading habits; a survey of methods whereby serious students wherever located may be supplied with any essential book or books; the development of a program of education for both trustees and librarians on the importance and possibilities of the public library as an active educational agency.

With the growth of interest in public libraries and the increasing recognition of the value of their potential service, may we not look forward with confidence to the time when some far-sighted individual or great educational foundation will provide adequate financial support for the equipment and administration of a group of model or experimental libraries? Such a group should consist of at least three libraries, one in a village, one in a town of medium size, one in a large city. In these libraries a committee of the Association, co-operating with the several municipal authorities, the library boards and librarians, would endeavor to discover and demonstrate what the public library as an educational and cultural institution can accomplish in a community under ideal conditions. The result of such a laboratory experiment, I believe, would be so illuminating and compelling that increased financial support for public libraries thruout the length and breadth of the country would inevitably follow, in the determination to achieve locally the results which have been proved to be possible.

No discussion of the library movement would be complete without mention of the university, institutional and special libraries and the help that can legitimately be given by them. Within reasonable limits, their scholarship and their treasures are even now at the call of the librarians of the county. It must be appreciated, nevertheless, that, however good their will, these particular libraries cannot send out books as inter-library loans to the detriment of the service due to their own special clientèle. The university and special-library book must be available when asked for, and not out on loan to some public library, however worthy or insistent may be the call for its use. Inevitably there must

come, within the next fifty years, the building up of central collections of the unusual books, the books seldom-called-for, the scholarly books, even the rarities of literature not ordinarily to be found in the public libraries of the country. By means of such collections it will, I believe, be possible in the great majority of cases to satisfy the fond desire of the librarian to place in the hands of the legitimate user any book that he may ask for.

This movement will begin thru the co-operative efforts of librarians and their governing boards, public and institutional, in the large centres of population. Depository or storehouse or reservoir libraries, call them what you choose, will be established at some convenient locality to relieve the overburdened shelves of the books infrequently used; this will at once permit of the disposal of many duplicates and, more important, it will make it possible in a given community to avoid unnecessary duplication in buying. The book-funds of the co-operating libraries will go farther and at the same time the books will be made more widely available. Similar book centres will eventually be established in the county and in the state or province, while the Library of Congress may be expected to enlarge its present accommodating service.

The growth of library patronage will ultimately create a demand for a universal world-wide book service. May it not be expected that with the aid of the photostat, rotograph, and other methods of reproduction, the treasures so carefully guarded in the great libraries of Europe will all in time be made available for the student and scholar in our own land? Scholarship knows neither country nor boundary. To give and to receive in its name is blessed, since it promotes the establishment and diffusion of truth.

In this connection it is worth while to consider the probability that before the end of another fifty years we shall see the compilation of a world catalog of all existing books, with their locations. Those who have dreamed of this great finding list say that it would contain only about ten million titles, of which the union catalog of the Library of Congress already has three millions. It would probably be confined at first to works in the European languages, but there is every reason, with the rapid growth of international acquaintance, to look for the ultimate inclusion of books in Chinese and Japanese. At no distant date this catalog and the rotograph or photostat will be the most important links in that unification of the sources of knowledge by which the libraries will be placed in a position to bring every book to every man.

In the meantime the librarian's heart rejoices as he looks forward to the completion of great bibliographical enterprises already on foot—the American Union List of Periodicals, for which, as for so many other indispensable tools, we are indebted to the H. W. Wilson Co.; the Union Catalogue of Incunabula, and other similar undertakings. In bibliography, each generation stands on the shoulders of that which has preceded; and we may expect the coming years to be rich in the production of scholarly bibliographies aided by the great general lists to which reference has just been made.

I look for a great activity on the part of many libraries in the collection of phonograph records and educational and historical films. In this way the voices of famous men and women and the important events of the passing days and years will be preserved for future times, while the reproduction of these records and films will become an important educational function of the library. In the field of music, too, the libraries will play a larger part than heretofore. It is significant that Mrs. Elizabeth S. Coolidge has chosen the Library of Congress and the New York and Boston public libraries as fitting places in which to give to the public series of chamber concerts. As community centres, people are looking more and more to the libraries for everything of a cultural nature, and I confidently anticipate the time when every public library will, at regular intervals, perhaps daily, bring forth from its stores a collection of musical masterpieces for public reproduction under right conditions. We may, I believe, look for a similar advance in the circulation of reproductions of great paintings and other works of art.

The future will also see a large scale co-operation of libraries in international book-buying. This should at once simplify and cheapen the processes of getting books from a distance, and may ultimately prove as great a boon as the international exchange of society and government publications so long and efficiently carried on by the Smithsonian Institution. All of these international activities will not only be of value in a practical way, but will aid in that increase of mutual understanding among nations to which the presence of our guests from overseas is a happy contribution.

It may be of interest to speculate for a moment upon the possibility of closer co-operation between public libraries and publishers of books. As the number of libraries increases and as they enter more and more deeply into the field of active adult education, their importance to book buyers is constantly growing. The library market is already a very significant factor in making possible the publication of books of certain types; the importance of this market will steadily increase and will receive growing recognition. The publication and wide distribution of the "Reading With a Purpose" series must have done much to stimulate the sale of the books recommended; the A. L. A. *Booklist* must often

sell hundreds of copies of books. The success of many a textbook is assured in advance by the orders placed by schools or colleges; why may not the public library in a similar way help to insure the publication of needed books and possibly to discourage over-duplication or other forms of unwisdom in publication. The admirable report on "Readable Books" recently prepared for the Commission on Adult Education, in its plea for the production of books along certain lines points the way to a more definite influence in this direction. It will be interesting to watch the development of the habit of consultation between publishers and librarians, and its effect upon the output of books.

The second half century of American library history will, I submit, be especially noteworthy in the development of libraries remote from the great cities. The past fifty years have been an age of urban development. The hour has come when the pendulum must swing back; the country must be brought abreast of the city. In the library world this will mean the upbuilding of great county and other regional libraries, with a branch at every crossroad, to which—perhaps to the very gateway of the farm or the office of the mine—the books desired will be brought daily by some form of rural delivery. Every house, thru its radio, will hear each day of some important or interesting new book; the "story hour" will be broadcast; the readers' advisor—or library tutor—and the "book-wagon" will make their rounds; and in every possible way the library will find the people at their doors. This country must no longer suffer a condition under which fifty millions of our people are still without library privileges.

Since 1876 the public library has made its place in American life. It has been adopted wholeheartedly as an indispensable factor of civic existence, to which every community has a right. Wherever public libraries exist in town and country they are becoming more and more the unquestioned centre of intellectual interests. It is, however, one thing to have a library, and quite another to keep it true to its purpose and its possibility of serving as a fountain of intellectual life to all the people. Buildings are sure to come; in default of a municipal appropriation, time always brings a benefactor whose public spirit or desire for a monument leads him to erect a library in his "home town." But the problem of maintenance is a harder one; that is generally regarded as a function of the community, to be provided from taxation, and it is but rarely that individuals give of their worldly goods for the endowment which is necessary if a library is to be anything more than the purveyor of the current reading-matter desired by the average family from day to day and week to week. One of the major tasks of the next fifty years is the arousing of public sentiment to the importance and value to every citizen of expert library service and of the tools which it requires. Only when the public library is seen to be of equal importance with the water supply and the public school will communities be willing to tax themselves for its adequate support, or wealthy individuals be inclined to give liberally for the maintenance of the highest type of library service.

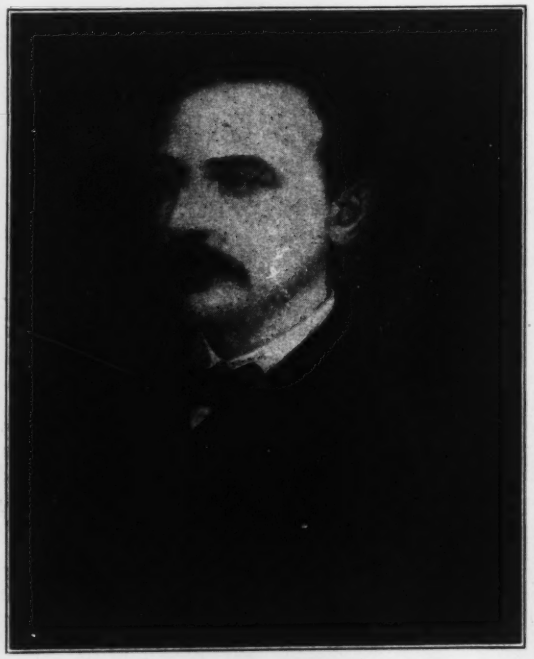
The same problem presents itself in the national field. From small beginnings the American Library Association has grown to its present position of strength and influence, with a membership approaching 10,000 and for the current year a budget amounting to over $400,000. It has attracted the attention of some of the great educational foundations, which have given generous help in the financing of such important projects as the Library Survey, the work of the Board of Education for Librarianship, and the study of the Library's function in adult education. Within the year has come the great gift of $4,000,000 from the Carnegie Corporation, for library purposes, including $1,000,000 for the endowment of the Association.

This, however, is only a beginning, tho a splendid one. The American Library Association, with the aid of these generous grants, has proved its fitness for constructive work on a large scale toward the general improvement of library service thruout America. Its studies and experiments are pointing the way by which every library can make itself of more practical use to its local public, and can become a more vital force of leadership in the intellectual life of its community. With better methods, with a more adequately trained personnel, with more clearly defined aims, with improved tools, the American public library will do in the next fifty years a work such as is yet hardly dreamed of, except in the minds of a few far-sighted leaders. But this end can be attained only in so far as the resources of the Association are sufficient to enable it to move forward steadily in its studies and experiments, and still more, in bringing the results of those studies home to each of the libraries of the country. All libraries have good will, but not all have knowledge; it is the function of the A. L. A. to help them to that knowledge. The immediate task before the Association is the increase of its endowment to a point sufficient to ensure the steady and uninterrupted prosecution of its work for the libraries of the country. It is the pious wish of all who realize the practical importance of library progress that public-spirited men and women may be awakened to the fundamental value of the library to American life, and the necessity of helping to put the library movement on a sure and permanent foundation.

Seed Time and Harvest—The Story of the A. L. A.

ADDRESS OF R. R. BOWKER BEFORE THE SEMICENTENARY CONFERENCE OF THE AMERICAN LIBRARY ASSOCIATION, OCTOBER 6, 1926

HALF a century ago there came together in New York three young men of ideals and ideas, brain-seed which finds rich harvest in this assemblage, in the American Library Association, and in the development of the modern American library system, whose methods, as this international conference indicates, have found their way around the world. The eldest of these was Frederick Leypoldt, founder of the firm of Leypoldt and Holt, later made famous thru the work of that publishing genius, Henry Holt, the octogenarian, who passed from us this very year. Frederick Leypoldt was a great bibliographer, enthusiastic in his devotion, who founded many other enterprises, but who too often sent his literary ships to sea without commercial ballast. Thus he sacrificed himself and died too early, a martyr in the cause of American bibliography which in its trade relations he had standardized in the great American Catalogue of 1876, developed from the crude earlier works of Roerbach and Kelly. Mr. Leypoldt achieved this catalog of books in print in 1876 at great risk and cost, and not to his own profit. The youngest of the three was Melvil Dewey, an Amherst graduate of 1874, who had been interested in library progress during his undergraduate years, and indeed first thought of the decimal classification which has now made his name famous thruout the library world, as he sat in compulsory chapel one morning and during the president's dull sermon employed his mind to better advantage in the process of thought which led suddenly to this inspiration. Mr. Dewey has built himself a library monument in the minds of librarians and the reading public thru this work, and has later built himself a physical monument in the hotel system, a world wonder, developed as the Lake Placid Club, which has of late years divorced him, in practice tho not in spirit, from the library profession.



FREDERICK LEYPOLDT, 1835-1884
ONE OF THE ORIGINATORS OF THE A. L. A. AND THE LIBRARY JOURNAL AND FOUNDER OF THE PUBLISHERS' WEEKLY AND THE AMERICAN CATALOG

Their purpose was to discuss a proposed library periodical which had been announced by Mr. Leypoldt as the natural outcome of the page of library notes which had developed in the *Publishers' Weekly*. On this announcement Mr. Dewey came post-haste to New York to take a hand in the game. A library periodical had been in his mind among his many inventions and he had, in fact, conferred with a Boston publisher towards this end. As a result, the LIBRARY JOURNAL was established and the first number was issued in September 1876, with Mr. Dewey as managing editor and myself as general editor. In the course of this preliminary consultation, held in March in the old World Building at 37 Park Row, it was suggested that there should be an association as well as a periodical, and letters and telegrams were at once dispatched to a score of leading librarians thruout the country asking co-operation. To these all responses were favorable except that of Dr. Poole, who wanted to know who these presuming and unknown young people might be and what they were after, forgetful that he was himself the youngest member of the conference of 1853. Thus the prehistoric preface to the book of beginnings of the American Library Association!

Mid-century, the hour seemed to have struck and the signal "full speed ahead" given for library development. In England the exile Panizzi, Italian patriot, foremost of library pioneers, joining the British Museum in 1831 had become in 1837 Keeper of Printed Books and planned the great circular reading room and the iron book stacks surrounding it still known as the "new library," his own sketch for which has been preserved and fac-similed in a Museum publication. The first British library Act had been passed in 1850. In this country Peterborough, N. H. (1833), and Orange (1846) and Wayland, Mass. (1848), had of their own initiative started town libraries; New Hampshire in 1849 had passed the first state act followed in 1851 by Massachusetts. The Boston Public Library was definitely established in 1852, this new temple of freedom facing the Massachusetts State House across the historic Common. A census of 1850 by Professor Jewett, head of Smithsonian Institution, recorded six hundred and forty-four general libraries with two million one hundred and forty-four thousand and sixty-nine volumes aside from the remains of district school libraries, resulting from New York's futile district school law of 1835. Congress had shown interest in libraries by appropriating $25,000 for Jewett's scheme, the prophecy of the modern linotype, for a Chaldean system of title-a-line baked bricks, later dubbed by Dr. Poole the "mud catalogue," which, alas, warped out of line! Thus came 1853 and the first call for a national conference.

Unfortunately this Conference of 1853 held in the picturesque building of the New York University on Washington Square, a building famous for the experiments of Draper, Henry and Morse and as the locale of Theodore Winthrop's "Cecil Dreeme," planned much and accomplished nothing. It had no Melvil Dewey or Paul Otlet for motive power. Professor Jewett, then the leader of librarianship in America, presided. The conference passed many resolutions, emphasizing the need for a national library to be developed from the Smithsonian Institution, a process since reversed in actual evolution, the extension of popular libraries and a manual for their use, which was later actually prepared by Reuben A. Guild, librarian of Brown University, the secretary of the conference; the usefulness of Poole's Index and its extension to cover transactions of societies; interchange of library catalogs; provision for a national association and a conference in the following year. The refusal of Congress to develop the Smithsonian library into a national library caused the resignation of Professor Jewett and his acceptance of the librarianship of the new Boston Public Library. Nothing except Guild's manual came to pass, but of the four score men (no women) who then assembled six survived to be present at the conference in October 1876 at which the American Library Association had its birth. Panic in 1857, the civil war, inflation, the agonies of reconstruction, thereafter made dark days for America.

A new dawn brightened for the Republic in 1876. The Centennial Exposition at the nation's birthplace made Philadelphia again the nation's focus. When Dom Pedro of Brazil, emperor and democrat set its wheels in motion, the thrill of the new era went thru the country. The electrical age had opened; the telephone was here. All nations brought their best to show us; a Vienna model bakery taught us to make good bread and good coffee. Congress and conferences accompanied the progress of the Centennial; last and modestly came the librarians.

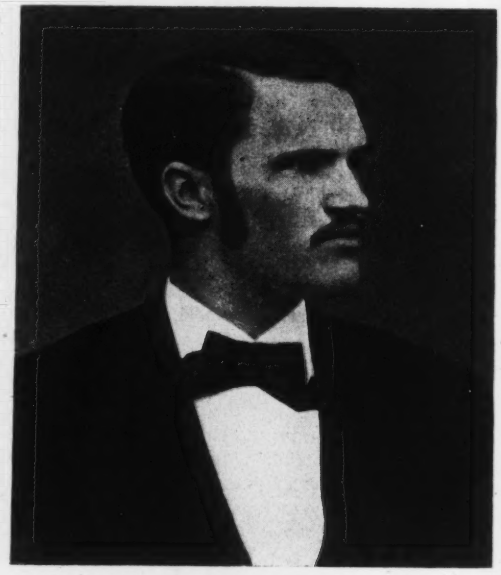
There and then on October 4th, a day memorable to us, gathered ninety men and thirteen women. The sterner sex had not then become the submerged sex in library gatherings and in the world at large. Justin Winsor presided, Melvil Dewey took his rightful place as Secretary. The three days' conference culminated on October 6th, fifty years ago this day, in the resolution forming the American Library Association in which Mr. Dewey proudly enrolled himself as No. 1 and to which he gave the motto, "The best reading for the greatest number at the least cost."

At this time the big three among American librarians were Justin Winsor, William F. Poole and Charles A. Cutter. Justin Winsor, leonine in his whole make-up, Professor Jewett's successor at the Boston Public Library, later university librarian of Harvard, a great scholar, a great bibliographer, a great historian, became the first president of the Association, 1876-85. William F. Poole, then librarian of the Chicago Public Library in its beginnings, who in his Yale student days had with John Edmands, also of honored memory, developed the germ of Poole's Index, an amusingly gruff person on the surface with a true heart-beat underneath, the ladies' spokesman in the early conferences, always the critic of new things, became the second president, 1885-87. Charles A. Cutter, then librarian of the Boston Athenaeum, a nervous, wiry little man of charming personality, made his mark on the profession by his careful work in cataloging and classification, including the preparation of the famous Cutter's rules and as the chairman of the original Co-operation Committee, and became the third president, 1887-89.

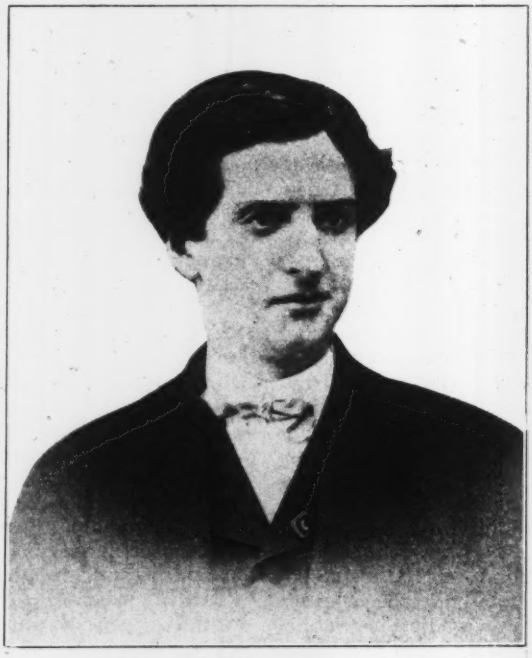
The Librarian of Congress was then Ainsworth R. Spofford whose brain was an index to the volumes shelved or piled in the old congressional library within the Capitol, at whose

learning congressmen stood aghast, in whose time the copyright office was a drawer in his desk into which were thrust records and remittances alike, contrast in every way to the splendid Library of Congress of today with Herbert Putnam, whose genius for organization has been the greatest of gifts for library development as its head, and Thorvald Solberg as the chief of the scores of employees of the copyright office. Dr. John S. Billings was in the Surgeon-General's office editing the medical catalog which made him famous and preparing himself for his future work as the director of the New York Public Library system, developed on the Astor, Lenox and Tilden foundations, who outlined on a post card, also still preserved, the plan for the great building on Fifth Avenue. To these should be added many names on the honor roll beyond possibility of present mention, most of them gone over to the majority, some few still with us. But I cannot refrain from mentioning the beloved Brett, whose monument and memorial is in the great Cleveland Public Library of today.

The thousands of women who now form the majority of the A. L. A. and most library organizations should especially revere the work of three women, one of them still yearly honored after her half century of personal service. Caroline M. Hewins, New England's spinster, has mothered thousands of boys and girls, who love her as a foster parent, and her special service was in pioneer work in the evaluation and listing of books for children. Mrs. Minerva W. Saunders, affectionately known as Mawtucket of Pawtucket, is entitled to perpetual recognition for introducing the open shelf and bringing the little people, previously banished from the library, into full comradeship at the sawed off tables and chairs which she ingeniously provided for them. Mary Wright Plummer, a graceful poet and writer for children, who shared with Theresa West Elmendorf and Alice S. Tyler the honor of the A. L. A. presidency, was an early graduate of the first library school when at Columbia, and as the head of the Pratt Institute Library School and the organizer of the Library School of the New York Public Library, did great service in the development of training for librarianship. Today the children's room, the open shelf and the library school are monuments of these three women.



MELVIL DEWEY
COLLEGE GRADUATION PORTRAIT, 1874



RICHARD ROGERS BOWKER
COLLEGE GRADUATION PORTRAIT, 1868

At the second conference, in New York 1877, the attendance lessened to sixty-six but from this went the delegation to the first English conference in London to give their inspiration and cooperation in the formation of the Library Association of the United Kingdom. At this presided John Winter Jones, principal librarian of the British Museum, who in his inaugural address made graceful acknowledgment to the

American visitors saying, "The idea of holding a conference of librarians originated in America —in that country of energy and activity which has set the world so many good examples, and of which a conference of librarians is not least notable, judging from the practical results which may be anticipated from it."

That Association, under a changed title, has thriven since and has in co-operation with it an association of library assistants and in 1927 will itself celebrate its semi-centenary to which we of America send cordial congratulations from this historic occasion.

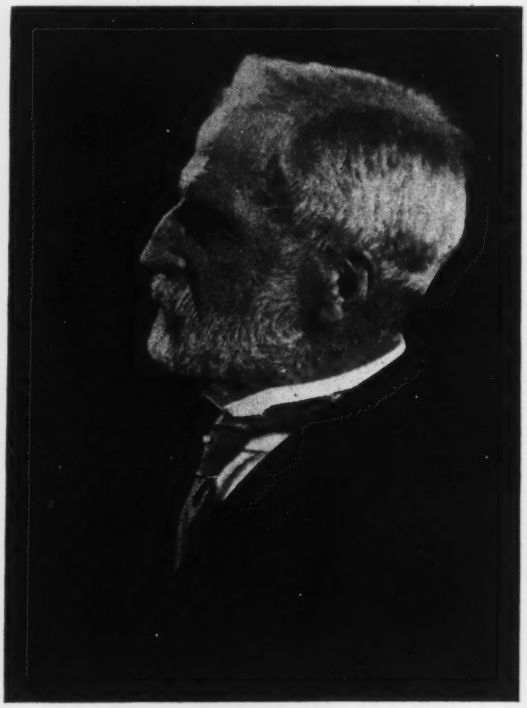
One recalls from these early days the figures of Henry R. Tedder, he of the charming manners, whose portrait in the Athenaeum Club commemorates his fifty years of service as its librarian, and Richard Garnett who sat in the center of the circular reading room of the British Museum, a busy and beneficent spider in that web with the smile that never came off, of equal courtesy to the Prince of Wales or the most youthful inquirer; freakish E. B. Nicholson, the prime mover in organizing the L. A. U. K., and best beloved of all, that large handed and large hearted librarian of Cambridge University, Henry Bradshaw, foremost of English bibliographers, to whose funeral came many years after the greatest men in all England.

With the exception of the biennial conferences at Boston, 1879, and Washington, 1881, and the gap in 1884, the A. L. A. has since held conferences each year, and tho for many years the attendance fell below the hundred mark, the thousand mark was reached and passed at Magnolia in 1902 and the two thousand mark is presumably to be passed at the present conference, while over eight thousand six hundred members are now enrolled. The Association has met from the Atlantic at Philadelphia, New York and Boston to the Pacific at San Francisco, Portland and Seattle, with two excursions to Alaska, and from New Orleans and Atlanta in the South to Montreal and Ottawa with our Canadian brethren, who are happily enrolled as Americans in the comprehensive American Library Association. These journeyings, including pre- and post-conference excursions, have had happy effect in helping to make each section of our America known to every other thru library relations in development of national and international feeling, which latter has been broadened by participation in conferences at London, Brussels, Paris and this year at Prague. But the growth of the Association has been even more marked in the several fields into which its activities have broadened and the many sections and round tables associated within it; the four affiliated organizations, including the valuable Special Libraries Association with well toward a thousand members, now patterned in England, the League of Library Commissions, representing commissions in forty-four states and provinces, and the National Associations of State and of Law Librarians; and cognate organizations as the American Association of Library Schools, the Bibliographical Society of America, the American Library Institute, the Medical Library Association and the Library Department of the National Education Association; besides which there are fifty-five state, provincial or regional associations and scores of local clubs and minor organizations thruout the country. It is not possible within a half-hour to trace the story of the A. L. A. thru its many activities, but four special triumphs illustrate amply the scope and success of its manifold endeavors.

Yet America must not be too proud or boastful for its library achievements. At the University of Leyden you may see catalog cards, big and clumsy tho they may be, dating centuries back. France had a Société Franklin nearly a century ago for the establishment of libraries for the people, with a list of eight hundred suitable books and especial provision for the children. Spain's colonial capitals in South America have still remnants of the libraries, very dead, to be sure, even when they were established centuries ago, and today Barcelona is the centre of a remarkable system of public libraries thruout Catalonia, and has not only a library school but certificates granted under governmental examinations. Russia in Czarist days had municipal libraries as well as a library system "underground" and the most remarkable scheme of traveling libraries was that of the Trans-Siberian Railway which sent library cars East and West from a central office. In Japan I saw in a Buddhist temple a revolving bookcase of the type patented by Danner but a generation ago and the University of Tokio had before the earthquake a mausoleum for dead books such as President Eliot thought was his original suggestion. China had thousands of years ago wonderful encyclopedias from which our agricultural experts have obtained the earliest information as regards plant life. What America has done is to modernize, standardize, and above all, develop in the spirit of democratic progress.

A notable example is the standard catalog card. Before 1876, from the University of Leyden's huge pasteboard to the tiny slip used by Harvard there were all sorts and conditions of catalog cards, these in themselves an improvement on the cumbrous system of pasted-in slips in the awkward volumes of the British Museum catalog. A chief function of the A. L. A. in its earliest days was the work of the Co-operation Committee of which Charles A. Cutter was chairman and one of its principal achievements was the standard library card. The first sized card, twelve and one half by five centimeters,

known as the I or Index size, proved small for long titles or for evaluation notes, especially when the hole for a binding rod was introduced. This was succeeded by the P or postal size, twelve and a half by seven and a half centimeters, the same as the government postal card, which permitted catalog cards and postal cards to be kept together in the same tray. Unfortunately Uncle Sam became generous toward his patrons and made a larger card which threw this scheme out of gear. The P size proved so convenient that it has come into general use in America and elsewhere. The happy culmination came when the Library of Congress, in 1901, placed at the service of all libraries its bibliographical facilities by furnishing at cost of duplication the L. C. catalog card. At this date more than a million works have thus been covered with cards, furnished now to over three thousand seven hundred libraries and other subscribers, and the cards in stock aggregate seventy million. Five other libraries supplement the series by additional issues in their special fields, and the outcome is a magnificent example of national service, at no additional cost to the national finances, and of splendid co-operation thruout the library world.



RICHARD ROGERS BOWKER, 1926

That Amherst graduate, when he hit upon the decimal classification for book subjects, discovered a principle or invented a use in the decimal system as a means of easy, minute and logical classification, which is of the widest usefulness. In my relations with the Edison Company I applied it to the accounting and audit of a great corporation, and I have been surprised that it has not been utilized for library statistics and accounting. It is in use in thousands of libraries, abroad as well as here, and tho the New York Public Library, like the Library of Congress and other great libraries, has its own classification for its reference collection, it uses this classification thruout its fifty-two branches. It has reached its extreme development in the twelve million fiches of the card repertoire of the Institut International de Bibliographie at Brussels, the work of that European Dewey, Paul Otlet, which has grown to such immense proportions that house room for it is a difficult problem indeed. The D. C. reaches its twelfth edition and revision in this semi-centenary year, covering the new arts and sciences of the past fifty years. It was a marvelous achievement that an undergraduate should map out with such comprehensiveness the scope of literature of fifty years ago, and the many editions and revisions, tho they have not fully caught up with scientific diversification, are illustration of the eternal battle between standardization and progress which can never altogether be solved.

Training for librarianship had been sporadically attempted here and there, as is evidenced in Miss Plummer's chapter, since revised by Frank K. Walter, in that great library cyclopedia born and reborn, in its many chapters which will be one of the triumphs of the A. L. A. should its completion be assured within the next half century or so! But it was not until 1883 that the real library school had its inception in a proposal to the trustees of Columbia College, reported by Melvil Dewey to the Buffalo conference in that year. The plan was well received, except by Dr. Poole, who suggested that "there is no training school for educating librarians like a well-managed library," and as the next speaker said, threw a whole pool of cold water on the scheme. But the conference gave its approval and the trustees of Columbia College, of which Mr. Dewey was then librarian, sanctioned it in 1885, tho on the awful disclosure that its students might be women a counter resolution denied the use of any recitation room within the college to women. Nevertheless, a lumber room was found and cleared, and in January 1887 the first library school was in actual operation, that which in 1889 went to Albany with Mr. Dewey and this year becomes a part of the consolidated School of Library Service which Columbia Uni-

versity gladly accepts and adopts, its woman-phobia cured to the extent that forty-nine per cent of its thirty thousand students are today women. The Association of American Library Schools now includes fifteen library schools, and others are in process of development. Many colleges or libraries have summer courses and unnumbered libraries have training or apprentice classes, while from England to India and China library schools on the American pattern have been established. This great work of professional education is in process of co-ordination thru the recently organized A. L. A. Board of Education for Librarianship; and the magnificent grant of $2,000,000 for library school purposes from the Carnegie Corporation and the project at Chicago University for a graduate library school, ultimately with a separate building, emphasize the fact that the library calling has indeed become a trained and learned profession.

When in the critical year 1917 America had at last to prepare for war, the American Library Association was not slow to foresee the need which it must supply. Plans were presented to the Louisville conference in June and a national committee of seven members, with the Librarian of Congress as executive director, was appointed, which thruout the war centralized all efforts and perfected a remarkable organization of which Secretary of War Baker said, "The American Library Association seemed to me almost perfectly organized and worthy of a high place among the 'seven sisters of service'"—a popular phrase originating within our library ranks. "A million dollars for a million books for a million men" was the first slogan, but demand and supply so far outran this estimate that, in all, nearly six million dollars were contributed, the Carnegie Corporation providing for buildings at the camps, and seven million volumes bought or collected thru local libraries from the public were "used and used up" by our four million men, served by nearly a regiment of able librarians and experienced assistants, men and women vying with each other in devoted service. A feature of the overseas work, the American Library in Paris, has become a permanent institution, an outpost of the A. L. A. abroad; and with it in the old palace of the papal nuncio, is the Library School whose immediate future is assured by the generosity of J. D. Rockefeller, Jr. After the armistice, "Your job back home" became the focus of work for the returning soldiers and hospital and like service continued. As they reached home the veterans became library missionaries in their home towns, and both in immediate service and in prophesy for the future this war work will be recorded as one of the greatest triumphs of the A. L. A.

With library development in this country, and in fact the world over, must indeed be associated one name, that of Andrew Carnegie. Never can there be more and more splendid monuments for one man than the twenty-two hundred library buildings which the munificent Carnegie gifts, exceeding $60,000,000 have provided in his adopted country, in his mother country, and dotted elsewhere in the world. The Carnegie Corporation enshrining and perpetuating his generosity has crowned its library beneficences by assuring grants of an additional two million dollars for A. L. A. work, to which it may be hoped an appreciative public may yet add millions more.

The past is secure—and great has been the progress in good works. The future looms large—and great are the problems of bigness which confront us. It is a universal problem—big cities, big traffic, too many Fords, too many books, if not too many readers. One is reminded of the scriptural phrases, "Of the making of books there is no end" and "Even the world itself could not contain the books that should be written." Multiplication is indeed vexation. It is alleged that if Adam had invested a penny in the savings bank, at compound interest, for his infant son there would not be money enough in the world today to pay it back. How thankful should we be that Tubal, that early inventor, did not invent the printing press, the photograph, the phonograph or the movie, and crowd out the people from the world with the accumulation of such records since the deluge. The Library of Congress, the New York Public Library, already need adequate shelf room. The card catalog, like the proverbial camel, is crowding out room for books beyond solution thru the famous Rudolph indexer or the micrograph films or the thousand volumes in which the University of Leyden binds together two hundred of its big catalog cards. Not only are books and catalogs crowding us, but the field of library work, extending now into adult education, seems almost to outreach our possibilities, and the A. L. A. itself is paralleling in its remarkable headquarters' organization and in the ten thousand members it will presently include the ever-increasing problem of the library world—and we will hope!

When in 1910 representatives of the library world gathered at the Brussels Exposition, we were shown in one of the palaces of peace the huge map which told how the capitals of the world were bound together by the many national and international associations in professional and cultural life, and we heard on the field of Waterloo that France and Belgium were to celebrate in 1915 not the battle but the hundred years of peace. High hopes there were then and four years later at the International Book Exposition at Leipzig, with the wonderful

Kulturhalle as its center, on the very battle-ground where Russia and Germany fought France, that peace had come to the world—hopes sadly shattered by the outbreak of the war. Nevertheless, the nations are coming together in new amity across the lines of enmity in the hope that the world may have lasting peace, and conferences like the present give hope indeed that international ties may again be formed which will make the world a world of brotherhood, of helpfulness, of peace.

Adult Education Association Formed

A MOVEMENT in support of adult education in the United States has been inaugurated in the formation of the American Association for Adult Education, whose national headquarters have been opened at 41 East 42nd Street, New York. The formation of the Association follows two years of preparation, which included the making of a survey by the Carnegie Corporation of existing adult education enterprises and the sounding of sentiment in representative centers of the country and among adult education organizations of every kind.

These studies revealed an active and widespread interest in adult education, the highest value of which lies in the fact that it had arisen on impulses generated from within rather than stimulated from without. In small spontaneously formed study groups, in workers' classes, in institutes and forums or university extension classes thruout the country, men and women are occupied in studying in their leisure hours.

Early in 1926 a series of conferences was held in New York, San Francisco, Chicago, Nashville and Cleveland to consider what deductions might be made from these facts. To the conferences came, not those with interests at large, those habitually in new movements, but men and women professionally engaged in adult education. They expressed the belief that an organization, which sought not to centralize, standardize or impose uniformity but to serve as a clearing house of information and ideas, a center of discussion and a repository of the records and practices of the profession, would further the idea of adult education and give assistance to adult educators and students.

The organization formed has for its executive director Morse A. Cartwright, and an executive board which reflects the differences in point of view and practice to be found in the field. The Association's policy is to proceed slowly and to make progress enduringly rather than swiftly. Its first object will be to establish relations with those engaged in adult education, whether as teachers or students; groups, schools and individuals are eligible to membership.

The Association plans no campaigns, no drives. It will seek to put on record the efforts at adult education already begun, and stand ready to give them what assistance it can. Similarly it will stand ready to give advice and assistance to those which are in prospect or contemplation. It will publish pertinent material at intervals and convene conferences when subjects vital enough press for discussion. Most of all, it will seek to accumulate a body of material bearing on the problems of adult education to which all those facing such problems may resort.

The officers of the Association are: President, Dean James E. Russell of Teachers College, Columbia University; vice-president, Professor Leon J. Richardson of the University of California; treasurer, J. H. Puelicher of the American Bankers' Association, Milwaukee; secretary, Miss Margaret Burton of the National Board of the Young Women's Christian Association, New York; and executive director, Morse A. Cartwright, New York.

Next Meeting of the A. L. A. Council

AT a meeting of the A. L. A. Council at Atlantic City on October 8, President Belden stated that the question had been raised as to whether a Council Midwinter meeting was necessary in view of the late date of the annual meeting. Mr. Utley moved that the time and place of the next Council meeting be left to the discretion of the incoming president. Mr. Ranck thought meeting unnecessary. Miss Tyler asked what the constitution provided. Secretary Milam replied that the constitution calls for one annual meeting of the Council and the by-laws, for two. In reply to Mr. Ranck's request for Secretary's advice, Mr. Milam stated that there were on the docket for Council presentation report of the committees on Personnel and on Salaries. Miss Donnelly said that the Committee on Library Service had also a fairly full report.

President Belden suggested that the motion permitted the president to call a Council meeting whenever he saw fit. Miss Tyler stated that the affiliated organizations and mid-western members enjoyed the midwinter meeting and would be disappointed if it were not held. Mr. Meyer asked whether a mid-winter meeting could not be held without a Council session. Mr. Milam replying that the A. L. A. headquarters would be glad to handle programs of related organizations even if no Council meeting was held. Mr. Ranck stated that because the program was less crowded with numerous sectional meetings, the council meetings are better attended and the discussion freer than at the annual summer meeting.

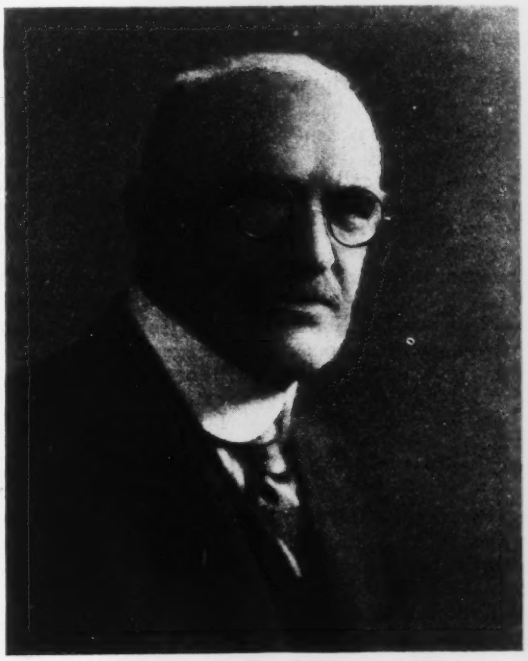
The motion that the time and place of the next Council meeting be left to the incoming president was put and carried.

Our Next Half-Century

TRANSCRIPT OF THE INFORMAL TALK BY MELVIL DEWEY BEFORE THE SEMI-CENTENARY CONFERENCE OF THE AMERICAN LIBRARY ASSOCIATION, OCTOBER 6, 1926. (SLIGHTLY ABRIDGED.)

I AM not sure in which capacity I am here. Forty-nine years ago in England, at every place we stopped, I was asked if I were the son of the Melvil Dewey who had been so persistent in library work, and now I meet people who ask if I am the father of the hard-working Melvil Dewey who is still under the harrow.

I have a little box in which I have been putting for some time notes of things I would like to say to the American Library Association, and when Mr. Belden asked me to speak for thirty minutes at this meeting I said I would be delighted. I took those out as I was leaving home, condensed them into five large pages of shorthand notes, and I found if I were to tell you briefly the things I had saved up to tell you, my speech would not end until after the Sesquicentennial had closed for the season. So I am going to cut it down to one-tenth the amount—the decimal system, you know—because I found as it was, it would last until the Sesquicentennial closed for the day. Therefore, I have put on a post card a few of the topics that I wanted to mention briefly.



Underwood & Underwood

MELVIL DEWEY, 1924

Fifty years ago we went up to celebrate the opening of the magnificent building just completed. It was put in a most central location. When I went in there with Lloyd Smith, the librarian, and looked over the great reading room expecting to see two or three hundred people busily at work and there were three, I said, "Is this the average attendance?" He said, "Dewey, there isn't one day that somebody doesn't come into this library."

Dr. Williams, editor of the Philadelphia *Press*, was my assistant fifty-two years ago in the Amherst College Library. He told me one day that a noted criminal was in Philadelphia for whom the police of the entire country were searching. Dr. Williams thought it would enable him to get a great scoop over all the other papers of the country, and the contract was made that that information should be given if Dr. Williams would hide him from the police of Philadelphia where he could not be found for twenty-four hours. Dr. Williams said, "I gave him a novel and sat him in the center of the big reading room and no one detected him."

Mr. Bowker's comments on Mr. Poole lead me to say that we ought to pay this tribute to that Nestor of the library profession. We were often in antagonism, but he was a broad-shouldered, hard-hitting man who started more libraries and encouraged more librarians and in his day was easily the leader. And yet, Dr. Poole looked on this iridescent dream about the American Library Association and the things it might do with a feeling that the movement had one foot in the grave and the other foot on a banana peel. You can imagine the pleasure it is to me to look over this great audience and see what the little movement has grown to. Fifty years of the past has put down the roots and brought bud and blossom and the fifty years to come will bear the fruitage, if you who carry on the torch do your part. An Association like this is like a tree; when it ceases to grow it begins to rot. The tree may live on for a year or two, but the vital force is gone. It is dead. It may grow in numbers, but unless it grows in strength and usefulness, it is dead like the trees we sometimes see that do not grow for several years.

As I look forward to the next fifty years (I had a couple of hours of prophecy I wanted to make and I must get them into five minutes) I think the first important step is to win complete public acceptance of the theory we have been preaching for years, that this world will never be made better by police and soldiers and legislation. It can be done only by making people

wish for the best thing, and that process is education—and to make the public understand and give their support. The things that center around it are just as much a part of that complete education as are the schools. Many people think of school as being the only source of education. It is not; on the other side, there are the libraries, the museums, the extension teaching. When the public realizes this is what education means and gives it support, we will then see the process which has been during all our history a repetition of the growth of the public school.

We had private schools and church schools, public schools, societies, endowed academies, and in my own time I remember very well all over the State of New York education was recognized as the most important thing that could be done for the Empire State when the public school was inaugurated. And the libraries tried to do the same.

We had public, society, and subscription libraries, and in the fifty years past, the public is coming to recognize the library as just important as the school.

There are certain things every child calls for. His mother carries him in her arms or rocks him in the cradle, and the instinct for a ride has evolved into steamships.

"Tell me a story!" And from that has grown knowledge of biography, travel, history.

"Sing me a song!" That is the part of library work that needs rapid development, for from it has grown the reproducing pianos, the victrolas, the radio and all these different devices that carry music.

"Tell me the news!" And from that has evolved the newspaper and in the library, our reading room.

Then there is the question of "What?" "How?" And from that has come the information desk, the encyclopedia, the things that give information, build power and efficiency.

Then seventh, that most important question of all: "Why?"

These things all (except the riding) center about the library of the future. The name will stand altho the thing changes very much.

The library of the future, in my belief, has as its chief function to find and train leaders. The world has learned that government by commissions and trusts is inefficient. City managers, club managers, who are real leaders and can lead are giving the best results. Nathan Hale, one of the trustees of the great Public Library in Boston, used to say, when the board was going off on tangents, "Boards are long and narrow; they are made of wood."

We want in librarianship real leaders, and to the leader is given the power to lead.

Look at Spain and Belgium and the movement that is sweeping the world and calling for men strong enough to do that work, and when I say "men" in my mind I think of the majority of them as women. They have learned more and more of the executive work. In my own experience for sixty years, I have found woman most unselfish, most willing to give her life for the benefit of her work, and I believe in the future that in the great library concert, above the notes of the bass the soaring note will be a clear soprano.

We have this year had great gifts that our library schools may go on. Write down one hundred and twenty names of men and women who are the leaders and think, if you blot them out and their whole influence, that you will change the history of the world as you would the nation. It was Foch who won the great War. The thing librarianship needs more than anything else is a great leader that will inspire. Had it not been for the Civil War, Ulysses S. Grant would be unknown, and yet when the great strife came, all over the country the people cried, "God grant us another Grant."

Another thing to consider is the library as a storehouse. Fifty years ago when it was suggested that the librarian throw away the books he wasn't using, we all laughed at it as ridiculous. At the recent meeting of the Library Association, it was said that the greatest concern of scientists was over cemeteries and libraries. Cremation solved the problem of growing cemeteries, but the mind is appalled to see what it will be when there are twenty-three thousand scientific periodicals published every year.

I recall very well when President Eliot expressed the fear, looking forward to the expansion of the card catalog, that it would reach to the middle of the Charles River Bridge.

We are inclined to make a book something sacred. We ought to recognize it as a tool to be used. The public wants certain things done the way they can be done best, cheapest and quickest, and if libraries can do that work, then that is the function of the library, and I believe that putting the library in easy reach of every citizen will be its chief function. There will be one in every state or great university. I imagine if we were to check up all that is printed in books and magazines and newspapers, that much more than ninety per cent of it should go back to the paper mill. In fact, I am not at all sure that the library of fifty years from now will not have outgrown the book and that it may go back into the museum like the inscriptions on clay. For the enemies of the book and of the reading grow apace: the radio, the movies, and these various devices are making a short cut, and I take it that our great function is to inform or to inspire, to give to the public in the quickest and cheapest way information and inspiration and recreation on the highest plane.

Will Hays published the other day his report on the movie theatre—twenty-three thousand of them with ninety million people attending them every week, with an income of a thousand million dollars each year and growing rapidly. If you can carry information or inspiration or recreation to human beings better or quicker or cheaper, the librarian is bound to use that means.

I am a thoro optimist, and they say that the optimist makes stepping-stones of obstacles to find his way to the other side of the stream that bars his way. It is said that the optimist finds a wolf at the door and comes out next day with a new fur coat.

If the movies are teaching so many millions a week not to read, let us utilize that great means, for the motion picture, decried and abused by every man, is one of the greatest agencies for education man has yet devised. A bad book is as efficient for evil as a good book is for good.

If I were to say one-tenth of the things that are crowded into my mind on this subject, you would lose patience with me entirely. What I want to say is this, that the American Library Association has made a wonderful record in the fifty years past, but its future is larger and better, and we are not to be staggered at anything that is good however fanciful it may seem, when we think what has been done within this time and what is being done.

The fifty years ahead will be vastly more useful than the fifty that are behind in which we take so much pride. For that, there are two good rules: To be ready to take advantage of the right time when it comes and to wait for the right moment. When the right moment comes, you must strike hard, else your waiting will be in vain and fruitless. There is a tremendous work in this broader education to be done. It is the birthright of the American Library Association, and unless we do, the other agencies—voluntary societies, churches, and others—may attempt it. It is a great work and it will require patience.

I have a favorite "amen" that fits almost any kind of sermon, where one has to be patient:

"Heaven was not reached by a simple bound:
We build a ladder whereby we rise from earth
And climb to its summits, round by round."

The American Library Association has the opportunity. If you look at the library problem of the next fifty years, serene, clear-eyed and unafraid, you will see it.

Men and women of the American Library Association, what will you do with these stupendous fifty years ahead?

The A. L. A. in its Fiftieth Year

IN its fiftieth year the American Library Association is an organization of considerable size with many interesting activities, says Secretary Milam in his report for the year 1925-1926. It has a membership of more than 8,000 from its thirty-seven state, territorial and regional chapters and one local chapter, and is approaching its goal of 10,000 members; it has an income of over $400,000 and a permanent endowment of $1,143,000, of which one million was added in the past year; and it employs more than ninety people for work in Chicago, St. Louis, Washington, Philadelphia and Paris. The sale of its publications for the first six months of 1926 shows a gain of over two hundred and fifty per cent over the same months of last year and of about five hundred per cent over the same period five years ago. It has sixty-one committees studying library problems, such as book buying, bookbinding, library legislation, revenues, salaries, international relations, school libraries, hospital libraries, cataloging, work with the foreign born, etc. "Inside the profession an inquiring, critical attitude prevails not only toward things as they are but also toward each new proposal—which must inevitably make for sound progress. Outside the profession there is evidence of a growing desire to increase, extend and improve library service."

Its publications are now of more general interest and value than ever before. It is publishing (in four volumes) the results of a general survey of libraries, which is intended to show how libraries do their work; a report of an intensive study of the Committee on Library Extension, comprising many new and important facts about the present status of the American library movement; the "A. L. A. Catalog, 1926," a classified, annotated list of more than 10,000 books, selected for the general library; an intensive study of the library's place in adult education; and short reading courses (the "Reading With a Purpose" series) prepared by twenty-five specialists, which have already sold 764,644 copies. More than 667,640 copies of A. L. A. publications were sold in the year ending April 1, 1926, in addition to 14,602 distributed free. During the sixteen months ending August 1, 1926, 89,560 circular letters were sent out from A.L. A. Headquarters; 110,000 advertising circulars were distributed; 52,457 news releases, describing new publications, were mailed; and 81 new publications and new editions were issued. The value of the stock of publications on hand

is estimated at over $50,000. The stock is large because the A. L. A. attempts to meet the manufacturing costs of its publications from current receipts, and to sell the publications economically necessitates buying economically, which means the printing of larger editions than can be disposed of in a short time. A revolving fund of $15,000 has relieved the situation in the past two years. The *Booklist* now has a paid subscription list of 5,742.

In the field of library administration, the A. L. A. has a Board of Education for Librarianship to accredit library schools and training classes and to advance professional education for library work. The Association conducted a summer institute for instructors in library science at the University of Chicago last July which drew an attendance of thirty-two. It is engaged in a curriculum study with a view to influencing to advantage the courses offered in library schools. Circulation work and cataloging (including classification) were studied this year. The information collected is being used as the basis for two textbooks now being written for the Editorial Committee by Jennie M. Flexner and Margaret Mann, with the advice of Dr. Charters, in charge of the study, and his associate committee of experienced librarians, which will first be tried out in mimeographed form. It continued to conduct the Paris Library school, an international library school which has already had students of seventeen nationalities. The school has completed its second year. During the first two years it was operated with funds given by the American Committee for Devastated France on condition that the A. L. A. assume responsibility for the conduct of the school. Before the close of the second year a gift of $37,500 was received by the Association from John D. Rockefeller, Jr., for the year 1926-27. In accepting the gift the Association undertook to secure funds from other sources for the two following years, 1927-28 and 1928-29. The latter year will mark the close of a five-year experiment at which time the responsibility for the school must be assumed by some other institution or body. The A. L. A. Employment Service at Headquarters made suggestions for 453 positions, chiefly catalogers and children's librarians.

The interest of editors of newspapers and magazines in the observance of the Fftieth Anniversary of the beginning of the modern library movement has necessitated a considerable increase in the publicity activities of the Association this year. The work done is the result of the combined efforts of the A. L. A. Publicity Committee, the publicity sub-committee and the executive assistant of the Fiftieth Anniversary Committee and the publicity assistants in the Headquarters office, with some help from skilled newsand feature writers. Since the Seattle conference about 200 news releases have been issued, varying in quantity from one to eight thousand copies and totaling more than thirty thousand. Two Fiftieth Anniversary stories prepared by the A. L. A. Publicity Committee chairman with blanks for filling in with local library news and history were sent in May to 8,000 libraries in the United States and Canada to be placed in local newspapers.

Of exhibits lent from A. L. A. Headquarters the one in greatest demand proved to be the exhibit of inexpensive reprints, prepared by a special committee for the Seattle conference. The Association also lends scrap-books, slides and pictures; answers inquiries for advice in planning library publicity campaigns; and distributes free a few library leaflets.

The Association is now receiving gifts and annual grants of more than $250,000, but these grants will not continue indefinitely, and since the total endowment of the Association now in sight will produce approximately only $57,000 a year the A. L. A. Council at a special meeting at Atlantic City last March instructed the Executive Board to make a campaign for additional endowment funds during the Fiftieth Anniversary year. When the Carnegie Corporation set aside $4,170,000 for library purposes last March 19 it reserved $1,345,000 of this for the A. L. A. $345,000 will be paid in the form of annual grants to the Association during the next five years in the following amount: $25,000; $100,000; $60,000; $40,000; $20,000. The balance of one million is being paid to the Association in four annual instalments and will be kept as a permanent endowment fund.

The Newbery Medal Award

THE A.L.A. Children's Librarians Section met on Monday afternoon, October 4 to make the fifth annual award of the Newbery Medal. The winning book is "Shen of the Seas," a book of Chinese stories by Arthur Bowie Chrisman, published by E. P. Dutton and Company.

The presentation was made by Nina C. Brotherton, chairman of the Section and additional interest was added to the ceremony by the presence of Fenton T. Newbery, great-grandson of the eighteenth century London publisher of juveniles after whom the medal was named by the donor, Frederic G. Melcher.

The designation of the "most distinguished contribution to children's literature" is made by a committee of the Section consisting of its executive committee, its book evaluation committee, and three members at large elected by the Section.

Government Documents—1876-1926

By JAMES INGERSOLL WYER,
Director of the New York State Library.

IT is difficult graphically and adequately to present the government documents situation in 1876 from the library's viewpoint. Perhaps it may be put in two words: "confusion" and "unavailability." It was much the same helpless and irritating situation which confronted Dr. William F. Poole, when in 1848 as a student at Yale, he was placed in charge of the Library of the Brothers in Unity, and of which he exclaimed: "Several hundred volumes of Standard Periodicals in our library containing the most elaborate discussions of those questions which have interested the literary and political world for the last twenty years are comparatively useless as works of reference from the want of proper indexes."

The year 1876 found the government a century deep in the publishing business, thru various contractors and, since 1861, thru its own government printing office.

For the first thirty or forty years most of its printing was tossed off unbound, often without title-pages, of varying sizes, often with no numbers, dates, designations or descriptions, thus obliging the pioneer catalogers and indexers frequently to rely solely upon internal evidence as to these essential bibliographic data. The introduction to General Greely's "Public Documents of the First Fourteen Congresses" makes both clear and emphatic the confusion, duplication and perplexities incident to even a *listing* of these documents. To make matters better in some respects but worse in others, various volumes or series of reprints of the early documents were published.

No comparable mass of printing of equal importance ever has been less available for consultation or purposes of scholarship than the documents of our government for these first hundred years. There were no general indexes, there never had been published a current catalog or list of publications, the present serial numbers, throwing the mass into chronological order with an easy reference symbol, were unheard of; and in 1876, as indeed at the present moment, there was no admittedly complete list of the documents constituting a full set of the publications of the first fifteen congresses. This latter statement is perhaps to a lesser extent true of many of the subsequent congresses. And it is well known that when Mr. Ames prepared his first check-list of congressional documents, with accompanying serial numbers, there were many omissions, not all of which probably have even yet come to light. The most extensive, indeed the sole pretentious, unofficial attempt noted to list government documents carefully before 1876 is in the section of fifty-five pages in the Boston Athenaeum Catalog 1871. Entries appear under United States, arranged subordinately chronologically by congresses. During the first century there were at one time as many as eight different sub-series composing the congressional set, with many documents repeated in different series. The present series of admirable indexes was, of course, unknown, the only similar work being eight or ten volumes of indexes to the executive documents and communications and reports of congressional committees, published from 1823 to 1870.* These indexes were published in very small editions, most of them now very scarce; and none of them is an example of satisfactory indexing.

The earliest action by the government looking toward consolidating the custody and distribution of government documents in one office seems to be the act of February 5, 1859. Before 1859 government printing was done rather from hand to mouth. There was no general law regulating it; there was no government printing office; it seems to have been cared for as occasions arose by a multitude of joint resolutions, short laws, clauses in money bills, riders on general bills, etc. There were a great many resolutions and some laws all of them either in the interest of particular offices, among them the Smithsonian Institution and the Library of Congress or concerned with the printing or distribution of particular publications, and yet it was the *distribution* of the documents, after they were printed and paid for, which seems to have been a matter of the gravest concern to members of Congress and to have occasioned most of the bills and resolutions. The act of 1859 was led up to by the joint congressional resolutions of January 28, 1857, and March 20, 1858. The result of these three enactments lodged with the Department of the Interior the entire care and distribution of all documents intended for public distribution as contrasted with the distribution to government offices and officials. From 1859 to 1894, the Secretary of the Interior incorporated in his report (and in the later years of this period it was separately printed) a fairly detailed report of its document activities. Just why the Interior Department and not the Library of Congress or the Smithsonian Institution or the

* The most important of these items are noted in the New York State Library *Bulletin* 102, Library School 21, pages 60-61.

Government Printing Office for instance was chosen for this work, I have been unable to discover or determine.

For some years this work was in charge of John G. Ames, whose reports show a keen appreciation of the document chaos, who did some admirable pioneer indexing, compiled the first checklist of congressional documents (Serial no. 2953, Document 74), made his office a document clearing house for the libraries of the country and who constantly and earnestly joined with librarians in urging upon Congress the facts and considerations which resulted in the printing law of January 12, 1895.

As always, Congress was strangely indifferent to the need or even the desirability of providing, at a petty, insignificant cost, a guide to the contents of its hundred years of official documents. It is interesting to note that the joint resolution of 1857 provided for distribution to such libraries as the Secretary of the Interior should designate. This struck out, altho perhaps not with design, the congressional prerogative of free document distribution to constituents, and so it was felt necessary to change this, within fifteen months, and recapture the prerogative from the Secretary of the Interior and definitely locate it with congressmen. No other proviso marks this second resolution; its sole purpose was this undue solicitude for a petty partisan or personal perquisite. The same indifference and delay are unhappily in evidence today. Congress for twenty years has been urged by the librarians of the country and by its own Superintendent of Documents to make desirable changes in the law of 1895, changes in the interest of better service, less wasteful distribution, and various economies and improvements. Elaborate measures have been prepared and debated, voluminous hearings have been held, with no result of any consequence or at all comparable either to the need or to the abortive efforts. Such improvements in service, such economy in administration, as the Documents Office has been able to make, have resulted from slender or scrappy joint resolutions, from some new interpretation of existing statutes, or from administrative arrangements or understandings between offices.

1876—1895

This period shows a growing apprehension of the confusion and unavailability marking the document situation, a rising discontent, expressed chiefly by libraries,* due probably to their rapid increase, to a growing expertness in their conduct, and to their larger use by students and scholars.

The two invariable library desiderata were good indexes and systematic distribution. This library appetite for better indexes was whetted by the appearance of Poore, in 1885. This monumental work, cumbersome and difficult as it is to use rapidly and surely, yet was so much better than any previous similar attempt—and is still not only the very useful but the sole adequate index to the early documents—that it at once turned the attention of librarians, bibliographers and booksellers to the possibilities in this direction.

From about this date, the annual reports of John G. Ames (from 1874 to 1895 Superintendent of Documents in the Department of the Interior) urged much more strongly, and at far greater length, the need of provision for continuous expert indexing and sensible current distribution, especially to libraries.

Government efforts toward these ends received strong reinforcement, 1880-84, from two encouraging sources, the book trade bibliographers and booksellers. In 1880 appeared the first volume of the American Catalog, including a four-page list of government publications, entered under "United States" and subordinately under the names of the issuing bureaus and departments, a slight contribution, to be sure, but a departure in trade bibliography and an indication of awakening interest in such material. This encouraging start was due to Frederick Leypoldt and R. R. Bowker, the impulse probably coming from the latter, always earnestly concerned with consistent, complete bibliographic record of both federal and state publications. The second volume of the American Catalog, 1876-84, seems to be the first bit of American trade bibliography to undertake a formal checklist in this field. At the end of its subject volume, 1876-84, appears a twenty-page list of federal publications 1881-84. The first date is that of the close of Poore's catalog, and the American Catalog note accompanying this list expresses the purpose to continue the list until the government should issue a satisfactory record. From about 1881, the *Publishers' Weekly* began recording selected United States documents, and in 1884 J. H. Hickcox began publishing in Washington a valuable *Monthly Catalog* of United States Government Publications. The cumulative method, however, had not been invented and the lists in the American Catalog consolidated the entries in the Hickcox *Monthly Catalog*.

Most interesting is the pungent preface of Mr. Bowker to the sixty-two-page list of federal and state documents in the American Catalog 1884-90. He notes that his is "the first attempt to cover the field of current government publications in any complete and simplified way." He comments feelingly upon the imperfect and inadequate character of the material, the difficult and persistent labor to procure data. He notes

* See report regarding receipt, distribution and sale of public documents by the Department of the Interior, 1889-90, pages 19-20. (Serial no. 2858, Document 128.)

the protean changes in government departments, the lack of any bibliographic system in the record of government publications; and he records his repeated personal visits to many offices, the weary collation of such imperfect records as existed, and a tedious program of consultation, research and correspondence.

Of the two projects cherished by the libraries of the country, indexing and distribution, the first advanced very considerably during this period. Not only may we note with gratitude the above beginnings, but the first Ames index, constructed upon a plan radically different from Poore, made its appearance at this time. Distribution, however, made no appreciable advance until after the creation of the Superintendent of Documents Office, pursuant to provisions of the new printing law of 1895.

The law of January 12, 1895, is the only comprehensive, carefully studied act ever passed by this government in its hundred and fifty years which attempts to systematize both the printing and distribution of federal publication. It was, when passed, far from a model statute and today is even farther, yet it is a better law, more explicit and logical, than any existing statute regulating the same matters in any state of the union.

Our only present concern is with the provision for the Superintendent of Documents office. There is little that is original in either the creation of this office or in the duties assigned to it. Speaking generally it merely transferred the chief existing office of document distribution and sale from the Interior Department where it had no relevance, to the Government Printing Office where it belongs. Practically all the principal duties assigned to the Superintendent of Documents had been begun in and were being performed by the Interior Department Bureau. Yet it was a most welcome, salutary measure. It consolidated, particularized and improved, and most important of all, it established and described for the first an adequate, continuing series of indexes.

Various amendments, rulings, orders and interpretations have greatly improved it, but it sadly needs codification and revision.

From the beginning there has usually been ready co-operation between the Documents Office and the officers and committees of the American Library Association in efforts to quicken and improve service to libraries and to procure better laws. The initiative in this co-operation, it is true, generally has been with the libraries, but even when the Office has not been responsive its indifference has never become hostility. The successive superintendents have usually been partisan or personal appointments, yet with but two or three melancholy exceptions they have worked satisfactorily with libraries. It is with real satisfaction that librarians and, I am sure, others having relations with the Documents Office, noted as the first instance of its kind the promotion of the present competent incumbent from the chief clerkship where he had served an informing and useful apprenticeship. This is a gratifying recognition of merit and service which might well oftener be followed.

At present there can be nothing but praise for the efforts of the Office to serve libraries better, to systematize and rationalize distribution, and especially have compliments always been in order for the high standards established and consistently maintained, despite inadequate appropriations, in the definitive cataloging of federal documents as exemplified especially in the "Documents Catalogue" or "Comprehensive Index." These standards and this work owe much to Edith E. Clarke, the late W. S. Burns, Helen G. Silliman and Mary A. Hartwell successively connected with the cataloging and indexing work, who have stayed loyally with the Office for many years despite frequent opportunities for more money elsewhere. If there is one person more than another to whom libraries and scholars are deeply indebted for splendid services both in and out of the Documents Office it is Adelaide R. Hasse. Her pioneer work in organizing the library of the Superintendent of Documents Office, her vigorous chairmanship of the A. L. A. Committee on Public Documents, her indexes to the diplomatic correspondence and her bibliography of government explorations—these within the field of federal documents when joined to her monumental "Index to Economic Material in State Publications" (sponsored, but alas not to completion, by the rich but unsympathetic Carnegie Institution) all unite to form a most impressive service record.

There should be noted, too, the increasing number and importance of books, pamphlets, bibliographies and articles relating to documents originating outside the Documents Office. Notable examples are the Bowker "Checklist of State Publications," The *Monthly Checklist of State Publications*, from the Library of Congress, certainly the most useful bibliographic tool in this vast but scantily charted field, and the monographs of Wroth, Reece, Clarke, Everhart and a most useful series of monographs on separate government departments and bureaux from the Institute for Government Research.

A good deal has been done in advertising and popularizing documents. The Documents Office issues numerous and frequent price lists and has stimulated other government departments to similar action. At one time, indeed, the Documents Office ran arresting advertisements in popular magazines and in these ways greatly increased not only the demands upon libraries but the cash sales.

Instruction in the library schools, within the past twenty years a regular feature in their curricula, has greatly extended knowledge of documents and increased their efficiency as library reference material.

A review of the document situation today shows that the same two points stressed annually by Dr. Ames thirty to forty years ago are those which most need emphasis and action today, distribution and indexing.

Distribution

The greatest waste distribution today is in the precise place that it always has been, that it was in 1882, when the Ames-Spofford-Baird committee said: "The one reform most essential to secure the object for which it is supposed public documents are issued is the decrease of the number of agencies by which they are distributed. Under the practice now prevailing, nearly all documents, whatever may be their cost and value, are distributed by from two to four agencies, each in ignorance of what the others are doing, so that it is impossible but that to no small extent documents are sent in duplicate and triplicate to the same parties.

"In the judgment of the committee, no distribution of public documents entirely satisfactory will be accomplished until all excepting those required for official use are distributed by a single agency, which can and should be required to detect and prevent duplications, which should be held to a strict accountability for all documents intrusted to its care, and upon which all orders should be given by those entitled by law to direct their specific distribution.

"It is not believed that any special inconvenience would attend such a system, or that the rights and privileges of any party would be infringed by its adoption."

This is nearly as true today as when written. What the honorable gentlemen were thinking when they wrote it, but did not like to say, was that free, indiscriminate, unrecorded distribution by congressmen should be abolished or brought under centralized supervision. The chief waste in the distribution of state documents is also thru random and over-generous legislative distribution. For too long the theory seems to have been that the chief *raison d'être* for government documents is to provide congressmen with something for free distribution. No more salutary work has been done by the Document Office than to curtail their *free* distribution and emphasize the principle that if they are worth having they are worth paying for even now and then by libraries which (properly of course) should usually be preferred recipients.

Indexing

Today the indexing in the Documents Office is *well* done but not promptly done. The documents catalog should not be eight or ten years behind. It needs a larger, more expert and a better paid staff. The documents catalog is as good a piece of dictionary cataloging as is done anywhere in the country today. It should be recognized by federal appropriating bodies as a highly specialized piece of professional work and instead of the pitiful salaries which in the past have been available for its preparation, there should be appropriated substantially larger salaries and provision made not for more clerks but for more catalogers, a very different thing.

Some Helpful References Not Noted in the Text

1813, December 27. Resolution for the printing and distribution of an additional number of journals of Congress and of the documents published under their order (No. 1, 13th Congress, 2d session). One copy to each university and college in each state and to the historical society in each state.

1817, December 23. Resolution authorizing the distribution of certain public documents (No. 2, 15th Congress, 1st session).

1818, April 3. Resolution directing the Secretary for the Department of State to prepare an index to the acts and resolutions of Congress after the close of every session. (No. 10, 15th Congress, 1st session).

1828, May 24. Resolution providing for the distribution of certain public documents and the removal of certain books from the Library (No. 5, 20th Congress, 1st session).

1830, May 26. An act for the distribution of certain books . . . (Chap. 107, 21st Congress, 1st session). The diplomatic correspondence of the American Revolution.

1857, January 28. Resolution respecting the distribution of certain public documents (No. 5, 34th Congress, 3d session).

1858, March 20. Joint resolution respecting the disbution of certain public documents (No. 5, 35th Congress, 1st session). Comment by the Secretary of the Interior occurs in Serial no. 974, Doc. no. 1, p. 91 and99,

1859, February 5. An act providing for keeping and distributing all public documents (Chap. 22, 35th Congress, 2d session). Comment by Secretary of the Interior occurs in Serial no. 1023, Doc. no. 2, p. 106 and 114.

1878-94. U. S. Interior Department, Public Documents Division. Annual reports. The "Check-list," ed. 3, p. 459, notes and locates all of these important items.

1882. Ames, J. G., Spofford, A. R., and Baird, Spencer F. Publication and distribution of public documents. 66 p. 1882 (47th Congress, 2d session. H. M. Doc. 12, ser. no. 2115). P. 35-66 are acts and resolutions of Congress . . . governing the printing and distribution of public documents.

1893. Letter of Anson G. McCook, Secretary of the U. S. Senate, submitting the letter of E. T. Cressey, assistant librarian, transmitting the catalogue of books in the library, etc. (53d Congress, 1st session. Misc. Doc. 5, Serial 3145).

This paper was read at the A. L. A. Public Documents Round Table at Atlantic City, October 7, 1926.

Training for Library Work with Children

By EFFIE L. POWER

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BIRTHDAY anniversaries, even fiftieth ones,* mark a beginning of time as well as an end. Professionally we are fifty years young and our future is bright with promise because there is a full measure of achievement behind us.

I am glad that I am living at this time; that I have had the personal inspiration and guidance of pioneers like Mr. Brett and that I am also accepted as a part of the era before me. Many of you are standing at the gateway of the new day with a vision of the past. It is a high privilege to be allowed to help to carry forward into the next half century of progressive librarianship a heritage gained from actual association with the men and women who wrought so wondrously to found and develop libraries in America.

The most complete historical presentation of library work with children in America is to be found in the series of articles on this subject edited by Alice I. Hazeltine in "Library Work with Children" in Dr. Bostwick's series of "Classics of American Librarianship."

In this volume there is an account by Alice Jordan of what appears to be the earliest record of a specific bequest for a children's library by an earlier Dr. Learned, a practicing physician also warmly interested (as his will states) in the diffusion of "useful knowledge and the Christian virtues." This bequest was $100 and provided for the establishing of a juvenile library in the town of West Cambridge, Massachusetts, in 1835, a library not open to adults without a fee until a much later date. Dr. Ebenezer Learned directed that the books in this library should be purchased by the Selectmen, Ministers of the Gospel and Physicians of the town, thereby expressing his convictions in regard to the influence of early reading. Miss Jordan goes on to say, "A children's librarian may well be grateful for the memory of this far-seeing friend of children, who held the belief that books may be more than amusement, and that the civic virtues can be nourished by and in a 'juvenile library'."

Library work with children has had strong advocates from the beginning of the modern library movement. In the 1876 special report on "Public Libraries in the United States," by W. I. Fletcher we find the following: "If there is any truth in the idea that the public library is not merely a storehouse but also and especially an educational institution which shall create wants where they do not exist, then the library ought to bring its influence to bear on the young as early as possible."

From this early date there was discussion on work with children at almost every annual conference of the A. L. A. but chiefly in connection with teaching processes. Class room libraries began to flourish in the middle eighties based on the theory that every child belonged to some school group and that books were valuable tools for any teacher. These collections of books won children to libraries where provision was made for them; first rooms and, as the need arose — children's librarians.

Seeking an early reference to special personal qualities needed for work with children I found the following characteristic and happy remark in a report on children's reading prepared by Miss Hewins in 1882: "It is a good thing if some of the library assistants are elder sisters in large families who have tumbled about among books."

Fifteen years later, in 1897, in an address before the Friends' Library Association of Philadelphia and the New York Library Club, Miss Mary Wright Plummer urged a definite decision on the part of every public library as to the object of its work with children and thoughtful administration. To quote: "Educators have for some time seen the mistake of putting the cheapest teachers over the primary schools and it remains for the library to profit by their experience without going thru a similar one. If there is on the library staff an assistant well read and well educated, broadminded, tactful, with common sense and judgment, attractive to children in manner and person, possessed, in short, of all desirable qualities, she should be taken from wherever she is, put into the children's library, and paid enough to keep her there."

The following year, in 1898, Miss Linda Eastman discussed the qualities of a children's librarian in a paper read before the Ohio Library Association in Dayton. She said in part: "Whatever one's specialty in library work may be, however far removed from the work with children, it is well to understand something of the principles which underlie this foundation work with children. It is only recently that these principles have begun to shape themselves with any definiteness; the children's department, as a fully equipped miniature library, and the children's librarian, as a specialist bringing natural fitness and special preparation to her work, are essen-

* This paper was read at the A. L. A. Conference at Atlantic City, October 7, 1926.

tially the product of today; but they have come to stay, and they open to the child-lover, and the educator who works better outside than inside of the schoolroom limits, a field enticing indeed, and promising rich results.

"I would name the following requisites for the successful accomplishment of the juvenile work: (1) Love for children. This being given, the way is open for intimate knowledge and understanding of them, which are likewise essential. (2) Knowledge of children's books. This is imperative if one is to give the right book to a child at the right time. (3) Knowledge of library methods. In any work, interest and enthusiasm go a great way, but they can never wholly take the place of accurate technical knowledge of the best ways of doing things. (4) A thoro knowledge of the course of study of the public schools. This is very necessary in order to supplement intelligently the work of the schools. (5) A knowledge of the principles of psychology and of education. I have placed last the requisite which I feel sure some theorists, at least, would place first, because I believe that, as a rule, it will come last in point of time, and will be worked up to thru the preceding stages of the development of the children's librarian; but her work will not be grounded upon a firm foundation until she has consciously mastered these principles, and clearly outlined her own work, this new work of the book, in perfect harmony with them."

These few excerpts give the ideals and standards in the minds of progressive librarians before any special library school training for children's librarians had been begun.

You are all familiar with the developments in the field of training: The Training School for Children's Librarians, afterwards the Carnegie Library School, established in connection with the Carnegie Library of Pittsburgh in 1901, has probably been the most important single factor in the field in establishing standards and has trained the greatest number of children's librarians. The Brooklyn Public Library has necessarily kept its training class local, but has sent a considerable number of children's librarians to other libraries after two or three years of service. The Cleveland Public Library carried a training class to meet local needs for twelve years, then merged with Western Reserve Library School in a co-operative plan in 1920. Two courses are now offered at Western Reserve University, one of which is open to beginners and the other to graduates of general courses in accredited library schools and a few experienced workers. Since September 1925 the St. Louis Public Library School has offered a year's course in library work with children. The Los Angeles Public Library School is offering a three unit, elective course and other library schools from seventeen to no class hours in connection with a general course. Occasional short summer courses have been offered at Simmons, Western Reserve and in a few other centers.

In view of the limited opportunities for training in children's work the theme of the proverbial old woman in the shoe takes on new meaning when an A. L. A. editorial announces that circulation of books to children constitutes in many libraries at least one-half the total circulation and that the lack of an adequate personnel is a serious matter.

The problem of work with children in libraries has grown with such accelerated speed that it is little wonder that training for children's librarians has lagged behind. We had no sooner adjusted our rules and regulations, book selection and theories of personal work to the elementary and grammar school child than the kindergarten child arrived. He was followed by a preschool child who has recently developed into a nursery school child brought into being by the help of an adult education specialist; and all are to be turned out perfect library specimens at fourteen.

Speaking more seriously, the number of children in voluntary attendance in libraries has greatly increased and more variations in age, racial instincts and home environment are being presented, but the educational period in child life and youth has been lengthened and a greater opportunity than formerly for active co-operation with the home, the school and other child welfare agencies is offered.

Possibly some children's librarians are born but I have more confidence in those I help to make. When I know what has gone into them I am more sure of what will come out, and I have strong convictions as to what should be included in training courses for those persons who are to guide the reading habits and taste of the world's children.

There are some influential librarians in the A. L. A. who are advising students not to train for children's work. They say that children's work has no prestige, salaries are low and there is too little opportunity for advancement within the field. To this group the term "children's librarian" signifies one type of position rather than a type of training. They visualize a small children's room in charge of the young and inexperienced person too often found there. Today there is a demand for real librarians (call them what you will) with administrative ability, scholarly appreciation of children's literature and a knowledge of child psychology, for important positions in many types of libraries, for educational research work and for teaching. The requests which have passed over my desk within two weeks have offered a wide variety of library experience, a geographical range between Pennsylvania and California and adequate salaries.

The Committee on Training of the Children's Librarians' Section has recommended first of all more schools and graded schools. The three schools offering special courses are turning out less than seventy children's librarians each year —about the number employed by the Cleveland Public Library. Positions are multiplying rapidly with the result that many are being filled by persons not adequately prepared and trained children's librarians are being shifted from place to place to the detriment of constructive work and their own development. Granted more schools, entrance requirements should be as high in standard as those required for any other important field of library work in library schools of the same grade. Also advanced special courses should be sufficiently correlated with general basic courses to prepare for administrative positions in both adult and children's departments for which double training is desirable.

At this time when some of the best minds in the general educational world and the library profession are studying curricula one might hesitate to make any statements on the subject, but a few days' visit to the recent Library Institute held in Chicago quite changed me from a "what's the use" to a "things are doing" attitude and gave me courage to prepare a teaching outline for your criticism. I am now wondering what five weeks would have done to me.

The types of courses in work with children which are being offered at the present time are two, the one-year combination course and the so-called senior course which is based on a year's general training. Library schools differ in the conduct of the first type, some advocating a plan of one semester general training followed by one semester in special training and others parallel courses in general work and work with children carried thru two semesters.

The semester-semester plan is simple in theory and economical. The parallel plan provides for special application of principles to all problems as they occur in class work and a more even elimination of irrelevant subject matter. Also, in the field of practice work, the latter plan offers a better opportunity to follow children's reading interests thru a year's round of work and play. For example, a student can study story telling in May, but story hours at that time of year are difficult to conduct and not typical. Reading clubs are more likely to be successful if organized in the fall in connection with the opening of other activities. Students must learn to sustain reading interest as well as arouse it and field work distributed over a longer period of time gives a better opportunity to estimate results from methods used. When enrollment in library schools reaches the point where the number of students specializing in children's work constitutes a separate class unit in technical subjects the schedule problem of the parallel course will be solved.

In the outline which follows I have kept in mind the second year or senior course because I believe it is the training which will be required for all important positions as soon as library salaries are commensurate with training required and sufficient facilities for training are available. I have placed emphasis on Book Selection and have listed seven sub-courses under that heading, with notes giving the aim of each, type of material to be studied and the methods of class presentation recommended. The hours listed are semester hours and each is equivalent to fifteen class hours.

A Curriculum for a Senior Course in Library Work with Children

Book Selection

Course 1. Classic and standard children's books. Four hours.

a. Books not written for children which they have claimed as their own, e.g. Defoe, "Robinson Crusoe," Swift, "Gulliver's Travels," Bunyan, "Pilgrim's Progress," Twain, "Tom Sawyer," Cooper, "Last of the Mohicans."

b. Folk literature, selected and adapted; e.g. Folk tales, myths, the Iliad, the Odyssey, the Northern sagas and legends, the King Arthur legends, Robin Hood and other ballads.

c. Standard and classic books written for children; e.g., Carroll, "Alice in Wonderland," Kipling, "Jungle Book," Andersen's fairy tales, Alcott, "Little Women," Wiggin, "Rebecca of Sunnybrook Farm," Aldrich, "Story of a Bad Boy."

d. Current standard books; e.g., Lofting, "Story of Dr. Dolittle," Finger, "Tales from Silver Lands," Fyleman, "Fairies and Chimneys," Hawes, "Dark Frigate," Colum, "Forge in the Forest."

e. Literary criticism; e.g., Moore, "Roads to Childhood" and "Three Owls," the A. L. A. *Booklist*, the Horn Book.

This is the central unifying course to which all other subcourses should be closely related. Its immediate aim is to develop principles of selection and literary appreciation. The method recommended is intensive analysis, comparison and evaluation of separate books with regard for their literary quality, and interest and value to children.

Course 2. The field of children's reading. One and one-half hours.

A survey of large groups and classes of children's books, the work of prolific and popular authors, ephemeral books, the current book output, magazines for children.

The aim of this course is to summarize briefly, content and relative value of books in a collection thru class discussion, lectures, and problems.

Mediocre books, as far as practical, should be covered by the instructor in lectures.

Course 3. Reference books. One hour.

This should cover general works, special handbooks needed in children's rooms and elementary, normal and junior high school libraries and adult books especially suited to children's reference use.

The aim is to determine the differentiation required between reference books for children and reference books for adults and to cover the field of the former.

Course 4. History of children's books. One hour.

Their development in Europe and America with reference to trends in education as well as book production. Separate topics suggested—early text books, Perrault's tales, the chap book, the didactic school in England and America, Mrs. Ewing and the modern books for girls, Louisa May Alcott and her followers, present day books, illustrators of children's books.

This course is important but should not be over-emphasized. It may serve as a connection between courses in adult and juvenile book selection. It should be presented thru lectures and class discussion with problems in reading.

Course 5. Books for intermediates. One hour.

Books written for older children. Adult books suited to children's use books for adolescents; e.g., Ewing, "Jan of the Windmill," Stevenson. "Treasure Island," Morris, "Sigurd the Volsung," Sandburg, "Life of Lincoln," Untermeyer, "This Singing World," Scott, "Talisman," Björnson, "Happy Boy," Dickens, "David Copperfield," Barrie, "Admirable Crichton."

The aim of this course is to bridge the gap between juvenile and adult books thru an intensive study of a few type books and a study of lists. The method suggested is class discussion and problems in reading.

Course 6. Storytelling sources and methods of presenting literature orally to children. Two hours.

The selection and adaptation of folk tales, fairy tales, realistic stories, myths and literary material suitable for cycle story hours, methods of preparation and presentation of stories and poems, conduct of story hours.

The aim is to train students how to use this method to make literature attractive to children and thus form reading taste. The method suggested to the instructor is lecture, class discussion and student practice in telling stories under supervision in class and in library story hours.

Course 7. Basis of selection and maintenance of children's book collections for all types of libraries—half-an-hour.

The book buying problems from the viewpoint of standards of selection. Points to be considered are a balanced collection, new titles, replacements, withdrawals, relation of personal work to standards of selection. The method suggested is lecture, class discussion and problems in list making.

Administration

The course in administration—two and a half hours—should include the organization and administration of children's rooms and elementary, normal and junior high school libraries, planning and equipment, and extension work such as class room libraries, children's hospital library work, book wagons and playground work.

The problems of the children's book shop and juvenile book departments in publishing houses may be included.

Technical Subjects

Instruction on technical subjects—two hours—should include special cataloging for children's rooms and school libraries, adaptations in classification, preparation of lists, bulletin making, care of picture collections, and the special book buying problem.

Psychology and Education

This brief course—one hour—should be confined to the application of child psychology and educational principles to problems of library discipline and methods of creating and sustaining children's interests in reading. A pre-requisite of two hours in psychology is desirable.

The method recommended is lecture, class discussion and problems in observation and reading.

General Topics

Special lectures should in every case be directly related to subjects treated in the regular courses. They may include accounts of the work of other child welfare agencies, literary subjects, presentation of special problems in administration by authorities, library training, opportunities in the field, the A. L. A. and similar topics. There should be a careful checking up of students' note books. Half-an-hour.

Field Work

Field work including story telling and the conduct of reading clubs should be provided in children's rooms, intermediate departments, school libraries and book shops parallel with the above program. Twelve hours.

Provided entrance requirements are sufficiently high the above course should prepare for important administrative positions, also for research work in a graduate school. It might well be offered as a second year following the general course outlined by the Board of Education for Librarianship for a Senior Undergraduate Library School.

Less important children's department and school library positions could be filled from a combination course offered in a Junior or Senior Undergraduate Library School, a course suffi-

ciently general in character to be accepted as a basic course if the candidate wished to specialize further after library experience, or prepared himself later to meet the educational requirements of the Senior Course.

Such a plan would provide against blind alleys for ambitious, successful workers.

All I have to say in regard to elective courses or the hours given to children's work in the general library schools is that children's work should be presented in units or combinations of units and should not be confined to book selection, altho children's literature should always prove an important and a popular introduction to this field of training.

Work with children in libraries received its first impetus from great administrators and it must be carried on by great administrators well grounded in efficient methods if it is to keep pace with present day educational movements. To this end every library school training for public library work should include a definite presentation of children's department administrative procedure in its curriculum.

In conclusion, this Section can promote the training of children's librarians specifically by sponsoring the right kind of recruiting publicity, by encouraging some of the strong graduates of one-year courses to specialize in children's work during a second year, and most important of all, by training instructors to meet the call which is bound to come for new schools and the extension of present courses.

We ask your help.

Snapshots of Library Administration

"TO give an honest, fair unbiased statement of facts, based on actual conditions in library work in America, concerning every phase of library maintenance, administration and service" is the purpose which the Director of the Survey and the Committee have kept as a goal.

The first two volumes of the report,* treating separately of public libraries and of college and university libraries, are in course of publication. The first volume is devoted to some of the most fundamental phases of administration, exclusive of the highly technical and specialized; volume two considers the principal forms of service rendered to adult readers, and some of the administrative problems directly connected with this service. A third volume is now in course of preparation.

When the American Library Association planned to mark the first half-century of its growth it decided to do so with certain contributions to the literature of librarianship. These were not to be glowing histories of individual achievement nor biographical advertising of prominent members, nor reminiscences graciously forgetful of details in events.

Librarians feel group consciousness. The professional urge is coming into prominence. The necessity for the perfection of library technique is recognized. Librarians understand the need of formulating a professional code of ethics and of getting up standards of performance. Interest in schemes of service in analyses, in highly organized and specialized courses in formal education, and the determining of fundamental principles are indicative of the present state of development of the craft of information service thru print.

This being true, it is of cardinal importance that there should be available a body of facts based on actual experience from which deductions may be made, conclusions drawn and principles crystallized. It is of no slight significance, therefore, that among the semi-centennial contributions are the four volumes of "A Survey of Libraries in the United States." Volume 1 "is devoted to some of the most fundamental phases of administration of public libraries and of college and university Libraries." Volume two "considers the principal forms of service to adult readers. A third volume will contain the reports of various forms of extension work and community service in public libraries, on their work with children, and on school libraries. A fourth volume is planned, to cover the more technical departments and problems of library administration."

The first two volumes which have just come from the press are attractive, readable, surprisingly alluring when one recalls his usual reaction as he anticipates a report of statistics and the data resultant from questionnaire collecting.

This is a book of facts, not theories, not surmises, not sentimental desires. "To give an honest, fair, unbiased, statement of facts, based on actual conditions in library work in America, concerning every phase of library maintenance, administration, and service" is the purpose which Mr. C. Seymour Thompson, the Director of the Survey, and the Committee on Library Survey associated with Dr. Bostwick as chairman, have kept as a goal.

The content treatment of Volume 1 falls under

*A Survey of libraries in the United States conducted by the American Library Assoociation; Vol. 1-2. Chicago: American Library Assoociation, 1926.

two heads, public libraries and college and university libraries, and deals with such matters as administrative organization; statistics of cost and use; selection and acquisition of material; and the staff. Some very illuminating facts appear in the statistical tables setting forth: (1) Per capita expenditures; (2) Per capita circulation; (3) Expenditure per volume circulated; (4) Percentage of total expenditures spent for salaries; (5) Percentage of total expenditures spent for general maintenance; (7) Percentage of fiction on total circulation; (8) Percentage of population registered as borrowers; (9) circulation per registered borrower.

However this warning is set down nearby: "The figures that are given in each table merely represent certain facts concerning libraries mentioned, in one particular year, and may be taken as representative of what certain libraries are doing. For comparisons of 'efficiency' they would be utterly unreliable. For computation of 'average' they would involve an uncertain, but unquestionably very large, percentage of error."

In dealing with service for adult readers the second volume is divided into three parts: Part 1 includes studies of circulation and reference work in the public libraries; Part 2 covers data of service to readers in college and university libraries; and Part 3 contains a vast amount of fact on state legislation concerning public libraries. Registration, access to books, shelf arrangement, rules and method of circulation, special collections and assistance to readers are some of the matters under discussion. The chapter on legislation contains, first, a summary of the most essential provisions of the law in the field of municipal, school district, and county libraries, presented in a topical arrangement. This general summary is followed by brief abstracts of the most essential provisions arranged by states.

It must be remembered that this work is not a manual showing methods and processes of literary administration step by step. It is a report of a survey. These volumes will be found to be a stimulating work of reference to library managers, to all members of a library staff charged with responsibility for certain types of service, to library school students, and indeed to anyone, professional, of layman, who has interest in knowing libraries of the country are doing, given certain conditions and problems. They will be widely quoted, and with reason, since they bear the authority of the American Library Association and the names of eminent leaders of the profession. The study points out weakness and strength, as each exists, without extensive comment, criticism and evaluation. It approaches the subject in a scientific fact-seeking way rather than to set forth opinions and view of anyone, least of all the members of the committee.

Perhaps one brief paragraph is sufficient to indicate the method of presentation:

"*Intelligence tests*:—Only a few libraries report having made use of intelligence tests, either in examining new applicants or as a test of fitness for promotion. Brooklyn uses the Otis Group Intelligence Scale tests for applicants for Grade 1 on the staff. The tests are found in evaluating other reports and records of the applicent, and later service usually confirms the results of the tests. At Long Beach the Army Alpha test has been used twice by the civil service commission as a basis of appointment; later service confirmed to a large extent the results of the tests in regard to the qualities to which they applied—accuracy, speed and clear thinking. Portland, Ore., has used an intelligence test in its training class. Tests have also been used experimentally, on one occasion, in Bridgeport and in Worcester, with results of uncertain significance."

A detailed index makes reference easy, and an appendix lists libraries mentioned.

The one thing which may possibly lessen the value of this volume as an authoritative reference source book worthy of the splendid effort that has gone into its production lies in the fact that the experience of so many notably efficient libraries is missing. Incidentally we wish that many substitutions might have been made for others on the list which we are confident from first-hand knowledge have little to offer other than warnings. The Director realized this, and after pointing out that replies were received from only forty-nine and a half per cent of the entire number of questionnaires sent out, upwords of three thousand, he says: "There is cause for regret in the fact that the percentage of returns was not higher, and in the fact that no reports were received from several libraries from which valuable contributions were expected." And so in measuring the result, how can anyone of us presume to criticize any weakness along this line unless he has himself done his utmost to make valuable data available to the committee.

JOHN ADAMS LOWE, *Assistant Librarian,*
Brooklyn Public Library.

Free On Request

The Converse Memorial Library of Amherst College has some copies of "The Deseado Formation of Patagonia," by Frederick B. Loomis, which it will be glad to send to libraries on individuals willing to pay the necessary postage. The book weighs two pounds.

Follies in Library Planning

A Brief Presentation* of Principles in Library Planning which Fifty Years of Experience Have Proven Fallacious.

By WILLIAM F. YUST
Librarian of the Rochester (N. Y.) Public Library.

TO place the brand of error on practices which are disapproved is a fault-finding task, negative and destructive. It would be more pleasant to mark those principles which are approved. There is a natural inclination in stating a fallacy to present also the opposite or correct principle. From this I have tried to refrain because it encroaches on the field of my successors, who are to provide the constructive part of the program. Illustrations and examples have been omitted in the interest of brevity and diplomacy.

In 1879 Dr. William F. Poole at an A. L. A. meeting said, "I know of no better rule to be observed in the library architecture of the future than this: Avoid everything that pertains to the plan and arrangement of the conventional American library building."[1] In 1915 Mr. A. D. F. Hamlin, a distinguished architect, declared that "the public library is one of the most highly developed types of buildings to be found in American architectural practice." Possibly each of these statements is a bit extreme, but they suggest the long road that has been traveled and the changes made during the intervening years.

Some of the Follies

1. Delaying the selection of a competent librarian or the employment of an experienced adviser until after the building has been erected or planned. In this folly are wrapped up many of those which follow. It is almost equal to dispensing with the services of an architect. This mistake will probably be repeated to the end of time because there will always be a few trustees and building committees who regard it as a reflection on their intelligence to wait for the arrival of a competent librarian or an experienced adviser, especially if some of them have a little knowledge of the building business, which makes them entirely equal to any emergency. Hindsight will then reveal the blunders which foresight should have prevented and the community will suffer unnecessary expense, inefficient service and long lasting regret.

2. Accepting a poor site as a gift or compromising on a bad one in order to please an individual or factions or to make a show place in the city. Anything which interferes with the library's greatest usefulness to all concerned is an objection, such as a lack of accessibility or of proper approach or of sufficient space for light and air and growth or an improper location with regard to adjacent buildings or the surrounding neighborhood. For those in authority deliberately to purchase a site with serious defects is still less defensible, tho illustrations are at hand on a large scale perpetrated by men who have placed private gain above public honor and responsibility.

3. Accepting a building as a gift which has been planned by the donor, who had no adequate conception of good planning or which has "ill-judged conditions or restrictions attached," as Dr. Wyer says, "where a person sincerely desirous of giving a library to a city or village and of providing adequately for its conduct and support has left matters as nicely calculated to harass, postpone or actually defeat the desired end as if an enemy had planned the bequest and written the will."[2] Not to look such a gift horse in the mouth is a misuse of the proverb and an imposition on posterity.

4. Assuming that the best way to select an architect is by a general open competition. This is considered bad practice because some of the best architects will not enter such a competition; because for a small town the expenses of conducting it properly may be out of proportion to the cost of the building and the finances of the community; and because it does not necessarily insure the selection of a competent person. The author of a fine sketch which pleases the judges may lack the skill to complete its details or the executive ability to bring it to realization. The American Institute of Architects "is of the opinion that competitions are in the main of no advantage to the owner. It therefore recommends, except in cases in which competition is unavoidable, that an architect be employed upon the sole basis of fitness for the work."

5. Investing too heavily in a building and leaving too little or nothing for books, paying for architecture instead of service. This is a frequent fault of gifts. Dr. Poole said, "This is lavishing on the casket what ought to be spent on the jewels." The country is full of these monumental follies with massive classical fronts

* Paper read before the A. L. A. Library Buildings Round Table at Atlantic City, October 5, 1926.

[1] Library Journal 4:293.

[2] Library Journal 39:749.

to which people point with pride. They have been termed "white elephants," "notable examples of the expenditure of more money than wisdom." In them will be found the dome, "that object of fervid local pride, where the heated air is wafted in winter time and from which drip the summer showers." [3] In them will be found the costly interior decorations "which make public rooms art galleries instead of places for study," which attract sight-seers and distract workers.

"The work shop, the factory, the office building, the modern business structure of almost any kind, these, rather than the palace, the temple, the cathedral, the memorial hall, or the mortuary pile, however grand, supply examples in general accordance with which the modern book laboratory should be constructed." [4]

6. "Copying blindly." There is a whole nest full of errors which belong to this family. The trouble started at the very beginning of the American library movement with the copying of mediaeval architecture, especially the ecclesiastical type, with its lofty ceiling and galleries of alcoves. This wastes space and energy, is impossible to heat satisfactorily, does not permit easy passage between departments, is dangerous from fire, noisy, difficult to enlarge and costly to build. These evils were denounced by Dr. Poole, that picturesque pioneer, at meeting after meeting of the A. L. A. Out of these early conflicts came radical changes, especially in the larger libraries, but the smaller ones went merrily on copying, copying the bad features as well as the good.

They copied (a) for one group of users a type suited to the needs of a different group of readers; (b) the shape and outlines or the interior divisions and details of a large building for a small one, for example, the butterfly type in a village; or cutting up an entire floor space of thirty by thirty-eight feet into five rooms; (c) a type suited to a different climate.

Copying is not necessarily a crime. But to follow the right copy in the right place and do it successfully requires almost as much knowledge and skill as to invent and originate.

7. Planning the exterior first without regard to the interior. In this case the architect may "design a beautiful structure and then turn it over to the owner to be adapted to his own purposes as best he may." The result is quite sure to sacrifice convenience of arrangement for architectural effect. "Such a structure," Dr. Bostwick says, "is like a handsome woman whom, on acquaintance we discover to be uneducated, incompetent and silly; the beauty, though it still exists, is speedily forgotten." [5]

8. Designing the interior entirely from the standpoint of utility and then expecting the architect to make it beautiful. "In this case it is little wonder that the 'architecture' is stuck on merely appliqué work like the trimming on a garment." [6]

9. Arranging the interior uneconomically (a) by bad layout, such as misplacing the delivery desk—either too far from the entrance or too far from the book stack—and building in too many permanent partitions, which necessitate long walks by patrons and long carrying of books by assistants. Any such arrangement is bad which requires two employees for work which might be done by one. (b) By sacrificing or subordinating economical layout of building to minor accessories, "such as too much or too valuable space allotted to cloak rooms, toilets and stairs." [7] "Some of our older library buildings are said to have forty and fifty per cent of floor space devoted to entrance halls." [8]

10. Underestimating the library's growth and the increased needs of readers and hence making insufficient allowance for growth. The Carnegie Corporation says, "When applications have been received for aid in extending such buildings it has often been impossible to entertain the idea of making a grant, owing to prohibitive cost of demolition and re-erection relative to net gain of superficial area."

For rhetorical purposes the term major fallacies may be applied to the above and minor to those which follow. Whether a given offense shall rank as a felony or a misdemeanor or merely as a heresy will depend on the size and conditions of the problem involved, the motives of the perpetrator and the extent and seriousness of the results which follow.

Some More Follies

11. That an assembly room is a necessity in a library. There is, of course, no objection to its inclusion where the need for it is obvious and the conditions for its installation favorable. The error lies in regarding it as an essential feature, even when it will probably be used less than once a month. It generally is an expensive adjunct when its cost of construction and of maintenance and its total use are compared with the cost and use of the library proper. In many cases this initial and current expense might be used to better advantage for book capacity and book service.

12. That a separate room is necessary for meetings of the library board. This applies to most libraries but especially to one of ordinary size. Such a room is seldom used more than an hour or two a month. Appreciation of the services of distinguished and devoted men and

[3] Chalmers Hadley. *Public Libraries*, 21:112.
[4] J. C. Dana. Libraries, p. 22.
[5] American public library. Appleton, 1923. p. 282
[6] Carnegie Corporation Notes—
[7] Hadley, *Public Libraries*. 21:114.

women everywhere found on library boards can and should be shown in other ways than by setting aside for their exclusive use in small buildings a room which could be used continuously for books and readers.

13. That no special provision is necessary for children. This sounds strange in this age of the child, but forty years ago children in a library were regarded as a nuisance. It was not so much a building problem as of general attitude toward children. But that dubious and unwilling attitude was reflected in the early library buildings by the entire absence of any provision for them or by only a children's shelf, table, alcove or corner. There can still be found basement rooms, dark and damp and unattractive, which have been set aside as good enough for children, but not in an up-to-date library which devotes its finest room to the children.

14. That all buildings should be of so-called fireproof construction. In many cases it might be better to use the added cost of such construction for a larger building. No absolutely fireproof library has ever been built. There might even be some advantages in having a library burn down every twenty or thirty years.

15. That a stack of several floors is undesirable. Forty years ago there was sharp division of opinion whether a library should spread itself horizontally over much ground or whether it should go up in the air, whether the books should be on one floor or on many floors. Even two floors were said to introduce various evils, including "the felicities of stair climbing," that "species of barbarism" so injurious to health. The advantages of compact storage demonstrated by Justin Winsor and the high cost of land in large cities have made vertical expansion inevitable. The perfection of steel and concrete construction and the development of the quick elevator early advocated by Melvil Dewey have made possible the modern stack of twenty-two stories.

16. That a stack room is needed in a small library. This has special reference to the more or less separate room at the rear which is a conspicuous feature of the butterfly type of building. It is one of the results of copying from large libraries. Even the models prepared by librarians many years ago gave so much prominence to the stack room as to over-emphasize its importance for a small library. There is no rule as to just how large a library should be before a stack room may be introduced to advantage. This will depend on not only the size but also the nature of the book collection, the type of reader and the policy of administration. Some of these small stack rooms are survivals of the day when the people were kept separate from the books and were allowed to communicate with them only thru a hole in the wall. It has been a real struggle in such libraries to remove the walls of prejudice against the modern policy of open shelves and free access to the books.

17. That natural light is necessary in a stack room. This is a special concern of large libraries. Library planners have ever sought precious daylight, occasionally at great expense and with incomplete success. Probably nothing better will ever be found for reading and work rooms, but in a large stack room electricity has proven itself not only a full supplement but also a complete substitute. The freedom thus permitted in locating the stack room seems to have been fully realized only in recent buildings.

18. That a special or permanent building is necessary for successful library work. "Don't build" is a good motto wherever there is uncertainty about the real need of a building or a suitable type or a proper location or the ability of the community to pay for it and maintain it properly. Miss Clara F. Baldwin, library director for Minnesota, says: "An average town of less than two thousand cannot or does not maintain an adequate library. Small Carnegie buildings costing from $5,000 to $10,000 and requiring only ten per cent. have been a detriment rather than a help. The building itself eats up all the income, leaving nothing for books."[1]

Miss Anna May Price, library superintendent of Illinois, says: "Small towns should not have library buildings. All towns with a library income of $1,500 or less should be satisfied with rented accommodations. In the small town it has been frequently found that the janitor's salary exceeds the librarian's and after the first two or three years repairs and redecorations make large demands on the budget."

The disadvantages of rented quarters, however, should be kept in mind. (a) Such buildings generally have no architectural beauty and therefore fail in their educational possibilities; (b) it is difficult to provide for growth and extension; (c) the fact that the quarters are temporary tends to temporizing in their operation and use; (d) the traditional relations of landlord and tenant are always present or in prospect in all their unpleasant ramifications. Renting even in large cities has advantages as a temporary expedient, but caution is needed lest it develop into a continuous policy, while the number of permanent sites that are suitable and available is decreasing and the price of land is increasing.

19. That a library and a museum can both flourish under the same roof. Such arrangement ultimately produces either a museumized library or a libraryfied museum. One is pretty sure to crowd the other out or one or both will be dead.

[1] A. L. A. *Bulletin*. 14:345.

20. That a building or any of its internal arrangements are necessarily "settled, fixed, established for all time" and "cannot be fundamentally changed." [10]

21. That an architect, a building committee or a librarian can plan a library without long, careful, thoro study. It is too much to expect anyone to master in a month or a year "the intricacies of a complex and rapidly developing science in which only a few librarians are expert after a lifetime of study and practice." [11]

[10] John Cotton Dana. Library primer. 1910. p. 5.

[11] Soule, C. C. How to plan a library building for library work. 1912. p. 81.

"Conscious Evolution"

A Review of the Second Annual Report of the Board of Education for Librarianship. By John Boynton Kaiser, Director of the State University of Iowa Libraries

THE Library profession at large is again indebted to its Board of Education for Librarianship for a year of eminently worthwhile work effectively recorded in this Second Annual Report. Chairman Strohm's "Preface" succinctly and lucidly shows the point of view from which the Board's activities have been undertaken, the place of technique in our professional education, the far-reaching results already traceable to the Board's brief endeavors and something of the high standards of both general and special education that must be demanded in those who would assume the librarian's privileged part in helping to create and direct a "dynamic intelligence" able to cope with the problems of the age.

As befits its appearance in the semi-centennial year of the American Library Association this report presents briefly the historical background of education for librarianship in America, the developments during 1900-1925 and the program of the year just passed, 1925-1926. The latter, following historical precedent, involves a significant "Fourteen Points." To quote verbatim:

"With the aid of frank criticism, active cooperation, and valued advice from the library and other professions the Board during the past year has

1. Inaugurated a curriculum study under direction of W. W. Charters at the University of Chicago;

2. Planned a Summer Institute for Instructors in Library Science held at the University of Chicago, July 29 to September 9;

3. Advised in the establishment and development of Hampton Institute Library School;

4. Prepared Minimum Standards for Summer Courses in Library Science, which were adopted by the Council, January 1, 1926;

5. Prepared Minimum Standards for Library Training and Apprentice Classes, which were adopted by the Council, March 7, 1926;

6. Visited sixteen library schools for purposes of accrediting on the basis of the Minimum Standards for Library Schools, adopted by the Council, July 7, 1925;

7. Published the list of accredited library schools;

8. Advised in the preliminary plans for the establishment of an Advanced Graduate Library School at the University of Chicago;

9. Prepared a folder to be used by the A. L. A. Recruiting Committee, vocational guidance bureaus and counselors and others, in directing attention to education for librarianship;

10. Visited fourteen summer courses in library science;

11. Formulated for the consideration of the Council Minimum Standards for Curricula in School Library Work;

12. Inaugurated a study of nomenclature;

13. Obtained from several institutions or foundations which award scholarships and fellowships for advanced study, the decision that applications from students of library science will be considered;

14. Laid out a program of future work which includes the accrediting of summer courses in library science, library training and apprentice classes, and courses for school librarians; the further study of courses in library science, including correspondence courses, which may not be covered by standards already adopted; and the continuance of the study of nomenclature.

The single specific recommendation of the Board to the Council of the A. L. A. is concerned with newly formulated "Minimum Standards for Curricula in School Library Work" to be offered both in regularly accredited library schools and in normal schools, colleges and universities. The general suggestions and recommendations of the Board, in its own words, are:

(a) That there should be a further development of two types of instruction in order to relieve the shortage of librarians for small libraries: (1) Summer courses in library science offered in more regions of the country; (2) regional training classes if experiment shows that they are successful;

(b) That library schools should expand their instruction in library extension, in adult education, in library work with children, in school library work, and in library science

education; that the schools during the summer should offer courses for professional credit; that junior undergraduate library schools should grant appropriate advanced standing to students who have successfully carried summer courses accredited under definite standards; and that larger enrollments should be sought by the schools;

(c) That fulltime school librarians should receive their library preparation in accredited library schools only; that part-time school librarians may receive their library preparation by carrying an accredited curriculum in school library work in a normal school, college, or university; and that in either case the pre-professional preparation should include courses in education especially adapted to the future work as school librarians;

(d) That colleges and universities should stress summer courses in library science;

(e) That the Curriculum Study should be continued.

The body of the report is mainly devoted to a survey of the field, discusses the various open meetings and conferences of the Board, the geographical need for librarians, the special dearth of suitably trained workers for small libraries, library extension work, work with children and school libraries.

The Carnegie Corporation's setting aside one million dollars for the continuation of its aid to existing library schools is gratefully noted and the donation of $1,385,000 to the University of Chicago for an advanced graduate library school to train leaders and specialists is appreciatively recorded. Important details are given of the Board's work on the above mentioned "fourteen points," notably the changes reported by library schools during the year which show a tendency toward further university affiliation and the granting of graduate degrees comparable to other professional and graduate school practices. The Report properly gives special space to Dr. Charters' "Curriculum Study" as a result of which tentative text-books covering cataloging (including classification) and circulation work will have their "try-outs" at an early date.

The formal report closes with an expression of appreciation to all both within and without the profession who have aided in its work. Appendices report the various "Minimum Standards" recommended in prior reports and already adopted by the Council of the A. L. A.; present again the recommendations of the Association of American Universities on degrees to be conferred on the completion of library curricula and a special statement regarding the outlook for training childrens' librarians. Final "tables" analyse the enrollment and output of the fourteen accredited library schools, 1925-26.

The Board includes in its program of future work a continuation of its accrediting activities, the investigation of the possibilities of an exchange of instructors among library schools, further study of library science (library methods) courses in colleges for those not specifically planning to enter the library profession, the preparing of librarians for museum work, certification, nomenclature and more advisory work.

Regarding the Board's program of future work, doubtless, every library administrator has problems to face which he hopes the Board will not overlook. Yet, even if his special problems have not been specifically mentioned, the scope and thoroness of the Board's work to date give evidence that they will not be neglected. It is quite possible, too, that these are in reality problems for the individual library school to solve rather than the Board. Merely to mention three such problems which are before the university librarian it may be asked: In what way can professional education for librarianship best aid in producing librarians who can develop to the full *all* the teaching functions of the univerty library? How aid in training for effective service the student help in departmental libraries not yet able to afford expert professional assistants? How best aid in producing the expert bibliographer and expert in specialized book selection?

Also, President Suzzallo's prophetic statement:

> "Less teaching—more supervision of learners—is the modern tendency of the school. The professor of the future will be simply a good reference librarian, and the university will consist of a lot of books, an earnest student, and some one who knows them both and can bring them into thoughtful accord"

seems to the writer to offer an additional thought to which the Board may well give special attention.

Without question the document under review is, in truth, another milestone in our profession's conscious evolution. It should be read thoroly by all interested in the development of professional education for librarianship.

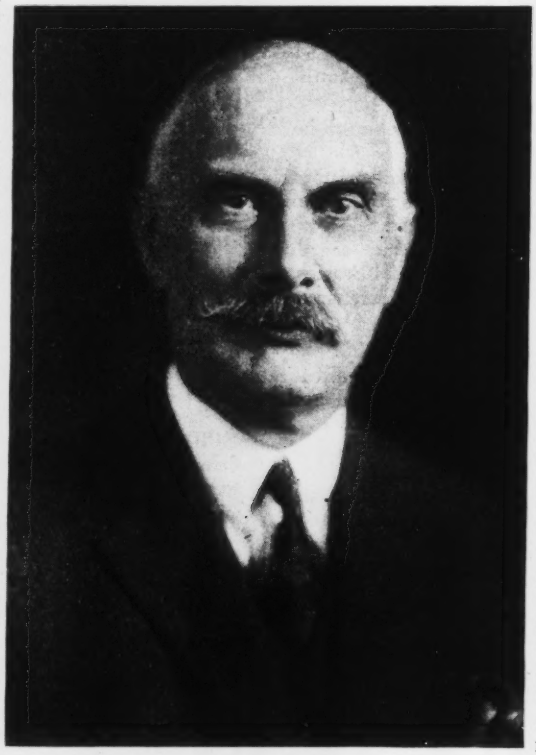
Eastern College Librarians

THE annual meeting of Eastern College Librarians will be held as usual at Columbia University on Saturday after Thanksgiving Day, November 27.

All interested are asked to send promptly suggestions for discussion topics to Dr. C. C. Williamson, Director of Columbia University Libraries, Broadway and 116th Street, New York City.

The Fiftieth Anniversary Conference

TWO thousand three hundred members registered for the forty-eighth annual meeting and fiftieth anniversary conference of the A. L. A. held at Atlantic City and Philadelphia to mark the half-century that has elapsed since the Association was organized in 1876 in the latter city. The registration went four hundred beyond the previous largest attendance, at Swampscott in 1921, and the whole attendance was probably in excess of twenty-five hundred if the number of persons who attended and did not register were to be estimated and included in the total. The efficient arrangements of the Headquarters staff and the concentration in one section of the Boardwalk of the three hotels—the Ambassador, the Chelsea, and the Ritz-Carlton—used for meeting places of sessions, sections, and round tables, both contributed to smooth functioning, and the convention hall of the Chelsea, where all general sessions were held with the exception of the anniversary session at Drexel Institute in Philadelphia, proved a convenient and adequate meeting place. The amplifiers, altho regarded with varying degrees of favor by the speakers were considered little short of an unmixed blessing by the audience.



GEORGE H. LOCKE, CHIEF LIBRARIAN OF THE TORONTO (ONT.) PUBLIC LIBRARY AND FORTIETH PRESIDENT OF THE A. L. A.

International co-operation was the theme of the addresses made by the visiting librarians from "overseas and abroad" (Dr. Guppy's distinction), while moods of retrospect and prophecy were naturally found fitting to an anniversary occasion by the American speakers.

First General Session

Five former presidents of the A. L. A. were seated on the platform when President Belden called the first session to order in the convention hall of the Hotel Chelsea on the evening of Monday, Oct. 4, and these congratulated him on finding at last a practical use for ex-presidents when he called upon them to read greetings sent by federations and associations. In the absence of Governor A. Harry Moore, who had missed a train, the address of welcome to the city and state was made by George M. La Monte, president of the New Jersey Free Public Commission, who referred to the A. L. A. as the most important educational organization in the country. The greetings from the American Bankers Association were read by Frank P. Hill of Brooklyn. Judson T. Jennings of Seattle read the message from President William Green, of the American Federation of Labor, which said in part: "We look to your organization as the supplementary agency of our public school system in making freely available for all educational opportunities that will meet their individual needs. . . . What we ask of the schools is to give us the method by which the various situations and experiences of life and work may be made educational opportunities for continuous growth. Both are tools for realizing this objective. Labor is, therefore, much concerned that its cultural needs should be included in the data that serve to formulate the plans and principles of libraries." The message from the General Federation of Women's Clubs was read by Alice S. Tyler of Western Reserve University. A personal greeting from the National Congress of Parents and Teachers was brought by Mrs. A. H. Reeve, of Ambler, Pa., president of the congress, who said that it had nothing to give, but much to ask from the Association in helping it to make books a habit of life for parents and children. James I. Wyer of the New York State Library read the last message, from the National Education Association.

which assured the Association of its hearty support in the latter's "endeavors to help in the great work of character and nation building." Secretary Milam read extracts from other messages, all of which will appear in full in the *Proceedings*.

The introduction of the foreign delegates followed. The guests from abroad were seated near the front of the hall, and rose to bow their acknowledgments of the applause of the gathering when their names were read by Secretary Milam. Their names and the governments and organizations which they represented appeared in the LIBRARY JOURNAL for August. When the introductions were concluded the audience rose to greet Lord Elgin, chairman of the Trustees of the Carnegie United Kingdom Fund, Dunfermline, Scotland, who was accompanied by Lady Elgin. A delayed departure from New York had prevented their reaching the hall earlier. With the reception to the foreign guests which followed elsewhere in the hotel the first session reached its close.

Second General Session

A comprehensive program which included among its topics the library and the child, the school library, the evolution of college and university libraries and the best use to make of trustees, was presented on Tuesday morning under the chairmanship of Mrs. Elizabeth Claypool Earl. A short business meeting came first, at which the reports of the secretary, the treasurer, finance committee and trustees of the endowment fund, and reports of A. L. A. committees were read by title and accepted, all of them with the exception of the report of the trustees of the endowment fund having previously been printed and distributed to the membership. An amendment to the Constitution relating to Corresponding Members which was introduced at the Seattle conference last year, was brought up for action by Matthew S. Dudgeon, since amendments must be voted upon at two annual meetings before becoming effective. The amendment was adopted. It provides that "Upon nomination of the Council, any person eminent for his interest in library work, but who is, by reason of his residence in a country other than the United States or Canada, or for other reasons, unable to take active part in the affairs of the Association, may be elected by a majority vote at any meeting of the Association as a corresponding member thereof." Corresponding members are entitled to receive the A. L. A. *Bulletin*, including the Handbook and the *Proceedings*, and pay no dues.

The library is an independent educator, not a useful adjunct, said Arthur E. Bostwick in his address on "The Library and the Child." It is in no sense a school. In education a compromise is necessary—the child must receive individual attention, yet must be educated socially—and the library is in a better position to compromise than the school. In the library the child reacts as a unit under expert advice, yet in story hours and activities of a similar nature he receives a group reaction. The natural antagonism between the adult and the child is in the library reduced to a minimum. Dr. Bostwick disposed of some of the stock objections to work with children: That no library can reach more than a small percentage of them, that the money should be devoted to providing service for business men, that one phase of education is already too largely in women's hands, and that the treatment of children in libraries is hysterical.

Joy E. Morgan, editor of the N. E. A. *Journal*, characterized the school and the library as the two legs of the body politic, in his talk on "The School Library Looking Forward." The library can progress faster than the school: it is easier to buy a book than to discard a course of study. He attributed the modern advance in education to several factors: The lengthened period of schooling, which was 82 days in the time of Horace Mann, was 790 in 1890, and is now 1200, from which it may advance in the future to 2000; the improvement in the teaching personnel; the increase in the number of expert school administrators, who were political appointees in the old days; the advance in educational science and theory, such as behaviouristic psychology; and the improvement in the curriculum. He spoke of the need of a school specialist at A. L. A. headquarters, and said that progress had been made towards realizing a Bureau of Library Research in a Department of Education at Washington. The great need is for trained school librarians. At least 40,000 school librarians in proportion to the more than 800,000 teachers in the United States, should be at work. Only eleven states in the Union have less than 5,000 teachers. Co-operative summer schools are especially desirable.

Numerous types of libraries were discussed and many statistics cited by Donald B. Gilchrist of the University of Rochester Library in his outline of the evolution of the college and university library. The introduction of the seminar method of instruction and requiring research for advanced degrees are two factors in the changes that have been made. W. W. Bishop sets 100,000 as the minimum of books necessary to the adequate college or university library. Nine in the United States have over half-a-million. University library extension, rental collections and planning of reading courses for alumni testify to the increased flexibility of the university library. The types are as diverse as the huge University of Illinois library, notable for the efficiency of its laying out, and the pro-

jected new library building of Dartmouth College, which is planned to be architecturally and otherwise as attractive to the student as a private library.

A trustee was defined by J. Randolph Coolidge, trustee of the Boston Athenaeum, as one who holds and manages property for the benefit of another. A library trustee can be most valuable in the capacity of an ambassador interpreting the library and the librarian to his community, since few people really understand the significance of librarianship. Communities receiving Carnegie buildings and objecting to the stipulation that they must appropriate for maintenance ten per cent of the cost of the building may be shown by trustees that benefits received incur reasonable obligations. Proceeding on the pattern of the Société d'Amis du Louvre, the trustee may organize groups of friends of the library to buy for it or present to it special collections of books.

Third General Session

First International Session

The development from private to public libraries, and the growing tendency of university libraries to circulate their books to properly qualified members of the general public, provided the general topic of the addresses made by visiting librarians from Europe and Asia at the first international session Tuesday evening, which was provided over by Honorary President Herbert Putnam, Librarian of Congress. His introductory remarks dealt with the avoidance of waste of effort thru international co-operation and steps already taken to that end, such as the League of Nations Committee on Intellectual Co-operation and the centre of information discussed by the recent Congress of Librarians at Prague.

A member of the committee, Dr. Hugo Krüss, Director of the Preussische Staatsbibliothek, Berlin, was the first speaker of the evening, describing the activities of German state, scientific, and university libraries. The former independence of German states is responsible for the great number of scientific and other libraries. Forty-five have more than two hundred thousand volumes, and twelve have more than half-a-million. The Staatsbibliothek has more than a million volumes and adds sixty thousand each year. Specialists are kept permanently at work on the catalog. The library circulates its books; 520,000 were loaned last year, of which 170,000 were used in the rooms, and 450,000 people used the reading room. Various union lists are in progress; one such, of 13,000 periodicals in eight hundred German libraries, will be published in 1927. A central Information Bureau keeps in touch with four hundred libraries. Aspirants for the higher positions on staffs of the more important libraries are required to possess a doctor's degree and to pass state examinations.

Library history began in Norway with ecclesiastical libraries, none of which is left, said Thor Magnus Andersen, librarian Norske Avdelling, Universitats Biblioteket, Oslo. Public libraries date from the end of the eighteenth century. Grants to libraries began in 1839, when an agricultural party was in power in Norwegian politics. There are now about twelve hundred public libraries owning 1,400,000 volumes, a large number in proportion to the population. The Norwegian Library Association was founded in 1913. Short courses in library science are given and a library school is hoped for. Thirty-eight of the sixty-one foreign graduates of the former New York State Library School are Norwegians, a fact tending to prove that the value of technical training is appreciated in that country. A library office founded in 1902 gives advice to libraries, publishes a periodical, and orders books. Mr. Andersen gave particular credit to Dr. Nyhuss, who served under Dr. William F. Poole and later in the Chicago Public Library.

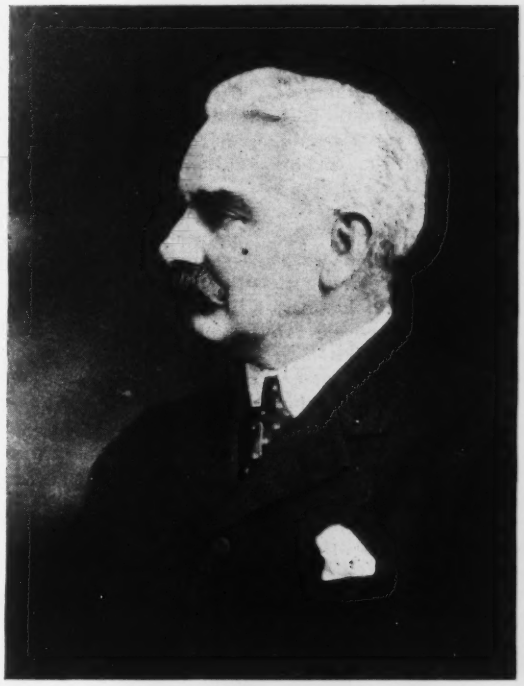
K. Matsumoto, director of the Imperial Library of Japan at Tokio, described the modern Japanese public library as the child of an American mother. Library history in Japan dates from 726 A.D. The Imperial Library was organized in 1872. Construction of local libraries was particularly encouraged in 1899, and in March 1923 sixteen hundred of the twenty-four hundred libraries in the country were public libraries. The Imperial Library in March 1926 had about 637,0000 volumes, of which 529,062 were Japanese.

In a crisp and diverting talk by P. W. Kuo, president of the Southeastern University, Nanking, China, the evolution of Chinese libraries and their relation to Chinese culture were traced from their beginnings in 3,000 B.C. He spoke of the simplification of the Chinese characters by which three million illiterates have been taught to read, and diverged from library matters to describe the chief Chinese encyclopedia, the Four Libraries in 36,000 volumes (soon to be reprinted) beside which the Encyclopedia Britannica "shrinks to a rill."

The lateness of the hour led to the postponement of the talk by Henry Guppy, president of the Library Association and librarian of the John Rylands Library of Manchester, England, on "The Power of Personality," until Thursday afternoon, when a special general session was called to allow Dr. Guppy's disappointed auditors of the previous evening hear him confess himself a hero-worshipper and tell of men whose personality was so potent that the air seems charged with their presence. He reminded his hearers that the human element must always pre-

vail over mere mechanical excellence, that books are a body without the breath of life with which the librarian must vitalize them, and that Herbert Spencer once said that the librarian is the high priest of literature. He paid tribute to private collectors, the conservators of rare records of human progress, as the worthy successors of the mediaeval scribes.

Lord Elgin's address proposed a friendly blending of nationalities in quest of culture and knowledge as more effective in bringing about international peace than the "savage, uncivilized arbitrament of force." He spoke of some of the present activities of the Carnegie United Kingdom Trust, founded six years before the death of Mr. Carnegie, and as president-elect of the Library Association invited all present to assist in the Association's own fiftieth anniversary celebration in Edinburgh next year.



HENRY GUPPY, LIBRARIAN OF THE JOHN RYLANDS LIBRARY, MANCHESTER, ENGLAND AND PRESIDENT OF THE (BRITISH) LIBRARY ASSOCIATION

Anniversary Session

The skies opened Wednesday morning and threatened to deluge the members who set forth in two special trains on the journey to the anniversary session at Drexel Institute in Philadelphia. The assembly hall was filled to the limit of its capacity when the two speakers of the morning came down the aisle followed by A. L. A. officers and the foreign delegates, and it was just at this moment that a burst of sunshine also filled the hall. The weather remained of unimpeachable excellence for the rest of the day.

The history of the A. L. A. in the past fifty years was treated by R. R. Bowker, editor of the LIBRARY JOURNAL, in the paper which is printed elsewhere in this issue, and the forecast for the future was pronounced by Melvil Dewey, first secretary and twice president of the A. L. A., who warned his hearers that the enemies of reading grow apace and that it behooved them to be ready. To win complete public acceptance of the work of libraries it is necessary to make people wish for the best things by a process of education. Strong leaders are needed in the library profession. A transcript of his talk appears elsewhere in this issue.

Luncheon at the gymnasium, Weightman Hall, was provided by the University of Pennsylvania, after which busses provided by the Free Library of Philadelphia took the visitors about the city and to the reception at the Historical Society of Pennsylvania, the birthplace of the A. L. A. The register containing the signatures of those present at the first conference in 1876 was displayed at the building of the Library Company of Philadelphia. At the morning session had occurred the presentation of another precious addition to the archives of the first meeting—a letter book containing the correspondence of Justin Winsor with founders of the A. L. A. on matters relating to the first conference, the gift of the Boston Public Library to the Association. The gift was made for the library by President Belden. The first of the special trains returned to Atlantic City at 5:35, leaving the second to take on at ten in the evening those members who had elected to remain in the city to visit the Sesquicentennial Exposition.

Fourth General Session

SECOND INTERNATIONAL SESSION

Representatives of Belgium, France, and the British Isles were speakers at the second international session held Thursday evening with Honorary President Bowker in the chair. Madame L. Haffkin-Hamburger, director of the Institute for Library Science, All-Union Lenin Memorial Library, Moscow, Russia, and Mary Elizabeth Wood, principal of the Boone University Library School, Wuchang, China, were also on the platform.

Another international project of large scope was adumbrated in the talk by R. F. Sharp, Keeper of Printed Books at the British Museum, on "The British Museum Library in its International Relations," when he spoke of the possibility that the Bibliographical Society of America may finance the photostatting of the British

Museum Catalogue, now completely out of print except for the monthly issues of "Accession Entries." The terms of administration of the British Museum render it impossible to lend its books abroad, but it is glad to answer all questions submitted to it in its world-wide correspondence, among which it often finds communications from this "lost continent" of America.

The public library movement is still in its infancy in Belgium, said Camille Gaspar, of the Cabinet des Manuscrits, Bibliothèque Royale Belgique, Brussels, and there is need for better training for public librarians than is afforded by the few government courses. Modern library history dates from 1921 and the Destrée Law, introduced by Jules Destrée, Minister of Education. There were 1200 public libraries in that year as compared with 2150 now; the number of volumes has doubled and is now about three millions. In 1922 books loaned numbered 2,650,000; the total was six million at the end of 1925. Nine hundred and fifty of Belgium's 2631 communes are still without libraries. Nevertheless the selection of books has improved, and reading rooms, children's libraries, and technical libraries are increasing. The Royal Library, founded in 1837, has one reading room open to all, another reserved for the use of scholars, and a first rate periodical room. There is room for more co-operation between this library and the museum libraries, scientific institutes, learned societies, School of Arts, Academy of Music, etc. in Brussels.

Universal public education, in which the libraries take a prominent part, is considered to be the cornerstone for the future of the Soviet Union, said Mme. Haffkin-Hamburger. In the years of economic stress, civil strife, famine and epidemics which came after the World War, it was natural that libraries as well as the people suffered. For three years the stone buildings remain unheated. For lack of pasteboard, books were left unbound, and library catalogs were written on waste paper with poor ink, which soon faded. But with the betterment of economic conditions came an unusual development of education, a thing on which the Soviet Government lays especial stress. The adoption of the Dalton Plan, the use of local dialects in public schools, the gain of seventy per cent. in vocational education, study clubs for adults, workers' colleges, and an elaborate system of night schools for illiterates attracted to the public libraries a large number of new readers. Such methods as story-telling for adults, dramatization of newspaper items, round table book review talks, "literary law suits," when some literary work is discussed in the form of a trial, and so on, are applied to the work with readers. The scientific libraries have grown tremendously in size and number. The university libraries were made accessible to everyone and remain open until 10 p. m. Only twenty libraries in the Union receive free copies of the whole yearly book product, which in the past few years has increased to 22,000 titles.

M. Pierre Roland-Marcel, Administrateur Général of the Bibliothèque Nationale, was unable to attend the conference. His message was delivered in French by M. Eugène Morel, who also brought greetings from the Association of French Librarians. Libraries of the Old World are conservative, ran the message in part, doubtless because of the value of the literary treasures accumulated there, but this reason does not keep them from developing and adapting themselves to modern necessities. The American Library in Paris, which has become the "bridge-head" of American culture in France, is especially appreciated because there can be found American books and reviews which the abnormal rate of exchange makes prohibitively expensive to French libraries.

Post-war conditions in British libraries are immeasurably better than before the war, according to Ernest A. Savage, librarian of Edinburgh Public Libraries. The removal of the penny rate limit and the passage of the Public Libraries Act of 1919 are responsible for this. There are certain drawbacks to the increase in libraries; the expansion of service has in some cases gone beyond the means of the authorities to maintain them, the book stocks of some are not new or inviting, and there is a dearth of trained assistants. In August 1924 the Library Association demanded a matriculation standard of education as a preliminary to entering the profession. The University of London School of Librarianship differs in policy from what the Association would wish: the latter desires higher training for young librarians and the School wants posts for its students. A Departmental Committee on libraries has been appointed by the Minister of Education to survey the library field, and better results are expected from this than were forthcoming from the Adult Education Committee report on libraries of 1919.

S. A. Pitt of the Glasgow Corporation Public Library discussed briefly the Central Library for Students in his talk on "Some Possible Developments of Public Library Practice in Great Britain." For fuller details on the Library and on present library conditions in the United Kingdom reference may be made to the recent files of the LIBRARY JOURNAL.

Fifth General Session

County libraries, law, state, and special libraries restored the American atmosphere to the conference with the Friday morning session with Second Vice-President Theodore W. Koch in the

chair. "Ride and Tie," the primitive form of two-man transportation, was selected by Milton J. Ferguson, president of the League of Library Commissions and state librarian of California, as a symbol of outmoded methods which libraries should avoid. He scrutinized the A. L. A. slogan, inquiring whether "best reading" might not suggest censorship, and "least cost" another handicap. Library work in the future will require the most modern and far-reaching ways and means. In the United States and Canada sixty-five hundred libraries have but fifty-five per cent of the population within their service areas; five million people manage without public libraries altogether; and for far too many Americans the whole intellectual background of the modern world is narrowed down to one textbook.

With so much of the responsibilities of government now devolving on the people it is of special importance that the law library should make legal information accessible to the layman, said Sumner Y. Wheeler, of the County Law Library, Salem, Mass., and president of the American Association of Law Libraries. He took up in turn various types of law libraries: state libraries; county law libraries, which serve the courts and are accessible to the inhabitants of the county, and the branches of which, sometimes called bar libraries, should not be confused with bar association libraries, which are usually for the use of members only; law school libraries, of which the Harvard Law School library is an outstanding example; and private law libraries. Public libraries sometimes have good collections, notably the Jersey City (N. J.) Public Library. The American Law Libraries Association was born at Narraganset Pier in 1900 and now has two hundred members.

"The Evolution of the State Library" may culminate in a library the scope of the activities of which are perhaps foreshadowed by the work now performed by the Library of Congress, according to H. J. Conant of the Vermont State Library, Montpelier, representing the National Association of State Libraries. Twelve state organizations now perform library service—state, law, document, historical, traveling, university or school, institutional, and museum libraries, archives departments, library commissions, legislative reference bureaus, and library schools—and these may some time be consolidated and put under the direction of the state library as is now being done in part in Maine, Pennsylvania, Tennessee, Illinois and Indiana. Some state libraries already have special collections, have custody of state archives, do historical research, supervise local libraries, and conduct library schools. State libraries in Maine and Kansas put their books in general circulation, while to loan a book is punishable by fine in Utah and Oklahoma. In 1876 state libraries had 800,000 volumes. There are seven million now. The average annual appropriation in 1876 was $1,500. The average toda yis $30,000, New York alone exceeding $200,000.

From the origin of the Special Libraries Association in 1909 at Bretton Woods, with John Cotton Dana responsible for its paternity, in days when uplift and reform were in the air, D. N. Handy, of the Insurance Association of Boston Library and president of the Association, went on to describe its objects, accomplishments, and what it aims to do. He defined the impulse behind the special library as a conscious effort to mobilize in one place information in a limited field and to make it accessible to the seeker for information.

Sixth General Session

The outgoing president made his address, "Looking Forward," which is the leading article in this issue of the LIBRARY JOURNAL, and the new president, George H. Locke, chief librarian of the Toronto (Ont.) Public Library was inducted into office at the sixth and last general session. The other speaker unannounced on the program, John H. Finley, editor of the New York *Times*, was reported stranded in Philadelphia, and his address will appear later in the *Proceedings*.

Before the president's address a minute was presented by the Catalog Section to the Association. Special attention had not previously been given to the fact that the fiftieth anniversary of the founding of the American Library Association marks also the quarter-century of the printed card distribution of the Library of Congress. The minute expressed "the high sense of gratitude and warm appreciation of this body to the men who have made the present high development of cataloging practice possible in all American libraries," and named Herbert Putnam, James Christian Meinich Hanson, Charles Martel, and Charles H. Hastings. Mr. Hanson accepted the minute in behalf of his associates.

RESOLUTIONS

Alice S. Taylor presented the report of the Committee on Resolutions. Resolutions of thanks were made to the Carnegie Corporation; John D. Rockefeller (for contributions to the support of the Paris Library School); the Laura Spelman Rockefeller Foundation; the Boston Public Library, for the Justin Winsor letterbook; the Anniversary Committee for the conference and Sesquicentennial exhibition; the conference reception committee; the New Jersey hospitality committee; the New Jersey Library Association and Free Library Commission; Princeton University, for entertainment of Association and foreign delegates on the following day; the Atlantic City local committee; the Phila-

delphia and the University of Pennsylvania committee; Drexel Institute; the Historical Society of Pennsylvania; and the Free Library of Philadelphia. Tribute was paid to members deceased during the past year.

Officers

The officers for 1926-1927 are: President, George H. Locke, chief librarian, Toronto (Ont.) Public Library; first vice-president, Joseph L. Wheeler, librarian of the Enoch Pratt Free Library, Baltimore, Md.; second vice-president, Anne M. Mulheron, librarian of the Portland (Ore.) Library Association; treasurer, Edward D. Tweedell, assistant librarian, the John Crerar Library, Chicago, Ill.; trustee of endowment fund, Melvin A. Traylor of Chicago; members of the executive board: Theresa Hitchler, superintendent of the catalog department of the Brooklyn (N. Y.) Public Library, and Elva S. Smith, head of the children's department of the Carnegie Library of Pittsburgh; members of the council: Nina C. Brotherton, principal of the Carnegie Library School, Pittsburgh, Pa., Clarence B. Lester, secretary of the Wisconsin Free Library Commission, Madison, Wis., Henry O. Severance, librarian of the University of Missouri Library, Columbia, Mo., Edward F. Stevens, librarian of the Pratt Institute Free Library and director of its School of Library Science, Brooklyn, N. Y., and William F. Yust, librarian of the Rochester (N. Y.) Public Library. It was pointed out that Harold L. Leupp, librarian of the University of California Library, whose name appeared on the ballot, was already a member of the Council, and votes cast for him were not counted.

Footnotes of the Conference

The Conference Daily edition of the *Wilson Bulletin*, edited by Edith M. Phelps, made its invaluable appearance on the breakfast table each morning from Monday to Friday inclusive, bearing program notes, summaries of papers, historical material, and an amusing column of personalities, "The Corner Gossip," edited by Forrest B. Spaulding, consulting librarian of Gaylord Brothers.

Library school dinners and luncheons were held by the following schools: Atlanta, Carnegie, Drexel, Illinois, New York Public, New York State, Pratt, Simmons, Syracuse, Western Reserve and Wisconsin. The Public Documents Committee, the Newspaper Group of the Special Libraries Association, the American Library Institute, the Hospital Libraries Committee, the University Extension Service Round Table, and a mysterious group called the Zontians also had luncheons and dinners, while Kentuckians, Vermonters, and some other early risers met together for breakfast.

Mrs. Henry James Carr staged a most successful "Pioneers' Dinner" at the Chelsea Hotel Sunday night, which was attended by seventy-six of the "pioneers," those who had been members of the Association for twenty-five years. The hostess wore a gown belonging to the period of the first Conference, photostat copies of the first register were displayed, and the souvenirs and place-cards were in keeping. A huge birthday cake in the form of an open book bore the figures 76 and 26, on opposing pages, in candles. R. R. Bowker acted as toastmaster and called upon the past presidents, of whom ten were present, for impromptu speeches. George B. Utley announced that it was at the same time the celebration of his fiftieth birthday. It was also the celebration of the anniversary of Mrs. Carr's birthday two days before.

Five members of the A. L. A. attended their twenty-fifth conference: Arthur E. Bostwick, Ernest C. Richardson, Purd B. Wright, Johnson Brigham, and Gardner M. Jones.

A. L. A. Council

The first meeting of the Council was called to order by President Belden on Monday, October 4, to consider reports and recommendations of various committees.

The first report called for, that of the "Commission on the Library and Adult Education" was presented by Mr. Jennings of Seattle, chairman of the Commission. After a brief reference to the two hundred eighty-four page monograph "Libraries and Adult Education: A report of a study . . ." which presents the results of the Commission's investigations and which had been sent to members of the Council a week previously, Mr. Jennings read a formal report of the Commission and moved the adoption of the two resolutions therein embodied. The motion was seconded with cordial appreciations by Mr. Meyer of the Library of Congress, and Dr. Bostwick of St. Louis. Mr. Meyer especially approved of Item A of Section 4 of the second resolution calling for the creation of a permanent Adult Education Board for continued study and investigation of the subject, while Dr. Bostwick questioned in passing the value of any adoption of tests and credits as referred to in Item F in the same Section.

The resolutions read:

I. That the report of the Commission on the Library and Adult Education, appearing under the title, "Libraries and Adult Education," be accepted, and that the Commission be discharged.

II. 1. That the American Library Association create a permanent Adult Education Board;

2. This Board shall consist of five members who shall be appointed by the Executive Board at the annual conference of the American Library Association in 1926. The period for which members of this Board shall serve shall be determined by lot at the organization meeting of the Board; one member to serve for

one year, one for two years, one for three years, one for four years, and one for five years. Thereafter, one member shall be appointed each year by the Executive Board, to serve for the ensuing five years. Vacancies for unexpired terms shall be filled by the Executive Board;

3. The chairman shall be elected by the Board and shall serve for one year;

4. The Adult Education Board shall:

a Continue the studies and investigations in library adult education service inaugurated by the Commission on the Library and Adult Education;

b Prepare and publish bulletins containing information regarding library practice in adult education;

c Consider the preparation of a manual on library service in adult education;

d Encourage, inaugurate, and assist in the conduct of a series of library experiments and demonstrations in adult education;

e Aid in an experimental study of the development of reading habits;

f Give consideration to the advisability of providing tests and credits for those who have completed courses of reading under library guidance;

g Make a further study of methods of supplying books to serious students who now have no access to libraries;

h Establish co-operative relations with national organizations whose programs include phases of adult education;

i Serve in any other matters which fall logically within the function of the Board;

j Report annually to the Council.

Mr. Walter of the University of Minnesota raised a question as to Section 2 of the Second Resolution whether vacancies for unexpired terms should be filled by the Executive Board for the remainder of the term, or for a single year so that incoming executive boards could appoint for their own term of office. Mr. Jennings replied that since the Executive Board appointed in any case, it was the understanding that vacancies thus filled were for the entire unexpired term.

The resolutions put to a vote were adopted by the Council, which next took up the recommendations of the Committee on Library Extension, which called for a continuance of activities by the Committee and at A. L. A. headquarters. The brief summary of the Committee's findings as embodied at length in the monograph "Library Extension" just issued, was presented by the Chairman, Mr. Lester of the Wisconsin Free Library Commission. After a reference to the summary and the monograph Mr. Lester moved the adoption of the Committee's report and a resolution urging the continued organized efforts of the Association towards the goal and objectives presented in the summary. He stated that of the eight channels of effort mentioned in the Report the Committee urged first attention be given towards work thru, 1 Field agents, 2, Publicity thru social agencies and educational mediums, and 3, A wide and free distribution of publications to encourage library development.

Mr. Lester's motion for the adoption of the resolution was seconded by Mr. Hamilton of Gary. Miss Tyler of the Western Reserve Library School spoke of the splendid progress of the Committee's work, and of the notable contribution made in the monograph. Miss Mary Black of Fort William, Ont., a member of the Committee, spoke of help the report would afford on the Canadian side of the border line and of the personal enjoyment and profit she had derived from working with her colleagues on the Committee from south of the line.

Dr. Bostwick of St. Louis, chairman of the Committee on Classification of Library Personnel, presented for the Committee a resolution urging Congress and the Personnel Classification Board to adjust the rank and salary of the Librarian of Congress, a position at present classified as "one grade" lower than assistant secretaries of executive departments. Dr. Bostwick's motion that the resolution be adopted was seconded by Mr. Anderson of the New York Public Library. Mr. Bowerman of the District of Columbia Public Library urged that librarians present be not content with passing a perfunctory resolution, but that they should take an active hand in the situation by writing strong personal letters or getting in touch with their members of Congress on the subject.

The resolution was adopted. It reads as follows:

Whereas, American librarians thruout the country regard the position of Librarian of Congress, the National Librarian of the United States, as the most distinguished in the profession and that the incumbent of the post for more than 25 years has brought the position to its present high rank; and

Whereas, the position of Librarian of Congress has under the operation of the Classification Act of 1923 been allocated to grade 6 ($6,000 to $7,500) or one grade lower than assistant secretaries of executive departments (grade 7, $7,500 "unless a higher rate is specifically authorized by law"); and

Whereas, the salary of the position of Librarian of Congress is but $7,500, as compared with the salaries of several chief librarians of American municipal and university libraries which range from $8,000 to $12,000, or more;

Be It Resolved, by the Council of the American Library Association, that it be recommended to the President, the Congress of the United States, and the Personnel Classification Board, that: 1. The position of Librarian of Congress, as the most distinguished and responsible library position in the United States, be allocated to the highest professional grade under the Classification Act of 1923. 2. That the salary of the position of Librarian of Congress be fixed at not less than $10,000. 3. That copies of these resolutions and preamble be sent to the President and the Congress and that a committee of the Association be designated to appear before the Director of the Bureau of the Budget, the Appropriation Committees of the Senate and the House of Representatives and Personnel Classification Board, in support of these resolutions.

The final resolution of the session and that which apparently aroused most interest was that

presented by Mr. Raney of Johns Hopkins University Library as chairman of the Committee on Book Buying. The Resolution as printed in the program read: "Resolved that the American Library Association *Bulletin* be expanded into a complete journal of discussion, adequate, under competent editorial direction to accommodate the major contributions from the profession and give its committee studies regular presentation." Mr. Raney requested for the Committee the insertion of the word "should" in the first line, changing it to read "Resolved that the . . . *Bulletin* should be expanded, etc."

In moving the adoption of his Committee's recommendation Dr. Raney stated that it was not until after thirty years of existence that the American Library Association took over the publishing of its own proceedings and that the Committee had come to feel that after a life of fifty years the Association now needs an organ of discussion maintained by the Association itself and covering a field distinct from existing commercial organs.

He compared the American Library Association, without such an organ, to the N. E. A. with its six serial publications, two for the entire membership and four for specific sections—these organs not merely news bulletins but containing contributions to the literature of the educational profession. Other similar organs mentioned were the *Educational Record*, published by the American Council of Education, containing signed contributions besides annual conference reports, the *American Economic Review* published by the American Economic Association, the *American Historical Review* published by the American Historical Association, in addition to the Annual Report of the Association issued thru the Secretary of the Smithsonian Institute. Other Associations issuing similar publications were mentioned, especially the American Chemical Society with its numerous journals and monographs.

Dr. Raney went on to state that such an organ as the Committee had in mind would encourage recruits to the library profession as showing we were an educational group of high standing, one that afforded real opportunity of contribution to the field of knowledge. The opportunity is now lacking for publishing extended studies and contributions of length. As chairman of the Committee and in making lengthy study of tariff and copyright he had felt the difficulties and dangers of the temptation produced by lack of space to make bright, striking surface statements instead of lengthy well thought out, solid contributions. The Committee felt in presenting the resolution that the Association should face the problem of obtaining funds to maintain an adequately edited organ of discussion.

In seconding the adoption of the resolution, Mr. Meyer of the Library of Congress said that he too felt the decided need of a representative journal for the Association and the profession, similar to the publications of other learned societies.

Mr. Bishop of the University of Michigan Library spoke in approval of the resolution, of the difficulties faced by librarians, and the real embarrassment in trying to find a source of publication for thoro and extensive, historical and professional studies in our group. He spoke of his cordial appreciation of the present commercial journals and their contributions to the advancement of the Association and the library profession, but he felt a real present need must be faced right now in the lack of such an organ as the resolution called for.

Miss Donnelly of Simmons College Library School questioned the Committee as to whether they desired an entirely new publication or the expansion of the present Bulletin. Mr. Raney replied that the Committee would not insist how the need was met, if only some opportunity was afforded by the Association for publication of this type of contribution.

Mr. Ranck of Grand Rapids questioned whether the details were sufficiently thought out to justify the resolution at the present time. He felt the Council and the Association should know toward just what the resolution would work. Mr. Locke of Toronto did not agree with Mr. Ranck. He felt that the Association did need such an organ. The question presented by the resolution was merely, "Should we have such an organ." When, or if, the Council said "Yes," then there would be time to chart out the course to follow in establishing it.

Miss Tyler of the Western Reserve Library School suggested an amendment, asking careful study of the situation, but this amendment was not seconded. She felt that this "study" was a matter of policy and should be decided by the Council. Dr. Raney felt that the Council must merely recommend and leave plans to the Executive Board.

Dr. Bostwick recommended an addition of the words, "that the Executive Board be requested to take appropriate action." This was seconded by Mr. Ranck, and carried when put to vote. The resolution itself was then unanimously adopted.

After a word from President Belden reminding the Council and Association of our obligations as hosts of numerous foreign guests to make our guests feel thoroly at home among us, the session adjourned.

The second meeting of the Council on Friday, October 8th, was called to order at 2:45, when President Belden introduced Mr. Strohm as Chairman of the Board of Education for Librarianship, who presented for discussion and adoption the "Minimum standards for curricula

in school library work" as found on pages 71-74 of the Second Annual Report of the Board of Education. Mr. Strohm spoke to the following effect. Among the most interesting features of the Association's history must be counted the various Committee studies of the last few months. The Board of Education has its study like the others, and the standards presented are a result of the study. The various library schools have co-operated with the Board in drawing up the new standards, and now the schools are invited to test the standards by trying them out. Any necessary changes can best be made by the Board after they are evidenced by the trials, a policy which will "Eliminate lost motion," and "Produce strategy and stability of purpose in professional endeavor."

The Board is anxious that the new standards be thoroly tested, and that each school in using them set out to achieve the results aimed at in its own way. This cannot be done unless the schools have faith in the spirit of the standards, and do not merely comply with the letter.

The Board acknowledges that there are still problems left. A particularly formidable one is that of "The ambitious person now in the rank and file, who will seemed blocked from advance by the adoption of the new standards." The Board does not wish to discourage anyone, it desires to recruit and preserve the services of those who have obtained training in special fields elsewhere than in library schools. It desires especially the encouragement of "men and women of intellectual vitality." Mr. Strohm moved that the report be adopted and the motion was seconded, when Mr. Strohm requested Miss Harriet Howe as Executive Assistant of the Committee to answer questions as to points which might be raised.

Miss Donnelly of Simmons College referred to the assignment of the major portion of the book selection work to the first semester's work, when she felt the students were not yet ready for it and would merely waste their time. She felt book selection is a subject for the second semester's work. Miss Howe emphasized the fact that the "Standards" merely present *suggested* courses. The Committee is very glad of further suggestions which will be passed on, but feels that the courses cannot be fixed now, until the results of Professor Charters' curriculum study are available as a basis for more definite plans.

In reply to a question from Mr. Ranck of Grand Rapids as to methods of the Board's study, Miss Howe stated that school libraries had been asked for suggestions and that there was a special open session at the Lake Placid meeting of the New York Library Association at which the Board went over the needs of this part of the standards.

Miss Donnelly asked whether library schools had been asked for advice here. Miss Howe stated that the request had been made but that very little material had come in response. In reply to a query from Mr. Ranck she stated that the curricula would apply to work in any school library, not merely high schools.

Turning to standards for courses in school library work to be given in normal schools (as found on p. 73 of report) Miss Wood of Minnesota asked how courses in various schools would be gauged, how credits could be transferred, etc. Miss Howe replied that if work is of recognized standing then credit arrangements must be made. All courses should be planned to be the right calibre. Mr. Belden stated that the courses and standards as adopted were only advisory and could not bind any school. Miss Howe replied that each school was at liberty to fix its own standards, but lower standards might not obtain the approval of the Board.

The motion of adoption of the Standards was put and carried.

Mr. Bailey of the Indiana Library and Historical Department as Chairman of the Committee on Federal Relations stated that his committee had worked with Mr. Spencer of New York in the matter of a special low rate for books from public libraries. They had held a meeting with the Senate Committee on Postal Affairs in the spring at which Mr. Meyer of tthe Library of Congress, Mr. Joy Morgan of the N. E. A., and representatives of the National Grange had assisted. Senator Moses of the Committee had not been favorable to the idea however and the lower rate sought did not become a part of an administration bill. There remained therefore only the method of presenting a special bill to Congress, and this was being introduced as House Resolution 10,313 by Mr. Moore in the House of Representatives and Senator MacKellar in the Senate. The Committee recommended for adoption by the Council a resolution, in support of the bill before Congress requesting a special low rate on books going to and from public libraries. It calls for a four-cent pound rate in the first zone, fifty per cent of the present eight-cent rate, with greater increases in more distant zones, sixty per cent of the present rate in the third zone being the rate accepted.

The motion was seconded by Mr. Meyer and then unanimously adopted by the Council.

Mr. Belden stated that there were two Committees whose work was completed, the Committee on the Fiftieth Anniversary of the A. L. A. and the Committee on the Evans Bibliography. Mr. Ranck moved that the Committees be honorably discharged. The motion being seconded by Mr. Meyer, it was carried.

THE LIBRARY JOURNAL

TWICE-A-MONTH OCTOBER 15, 1926

ATLANTIC CITY at its best, Philadelphia never more hospitable! Perfect weather, with a salute of nature's artillery prefacing the splendid sunshine of A. L. A.'s fiftieth birthday! With a registry exceeding twenty-three hundred, the actual attendance possibly exceeded twenty-five hundred—a banner record. Twelve hundred journeyed to Philadelphia and crowded the Drexel auditorium for the commemorative exercises, with Mr. Bowker's historic address and Mr. Dewey's informal talk on present and future. The great feature of the conference was its international character, with the two evening sessions devoted to foreign representatives who presented enlightening and sometimes surprising accounts of library development in their respective countries, all well received, without trace of other than cordial international feeling. The other general sessions were chiefly noteworthy for the presentation of the several fields of work of the A. L. A. and affiliated organizations by representative authorities of each, so that the forty-eighth conference in this fiftieth year may fairly be characterized as giving a cross section of library development in the several home fields and in foreign countries. Section and round table meetings were almost as numerous as usual, on one day a "ten-ring circus" being in full performance. Canada, under the presidency of Dr. Locke, will give welcome to the Association and to representatives from abroad in 1927, and cordial invitation is also extended by the authorities of the (British) Library Association to attend its jubilee on September 27, 1927 at Edinburgh, Scotland's historic city.

OUR English brethren were well represented by addresses from President Guppy of the (British) Library Association, who has made the John Rylands Library at Manchester one of the most scholarly libraries in the world and who received the compliment of a special general session with a crowded audience; by the Earl of Elgin, chairman of the Carnegie Trust of the United Kingdom, who becomes president of the Library Association for its Edinburgh meeting, to which he repeated cordial invitation; by Dr. R. F. Sharp, Keeper of Printed Books in the British Museum, now passing the three million volume mark if its ingenious method of accounting by calculating from the total shelf space and the size of an average volume gives a fair estimate; and by the librarians of Edinburgh and Glasgow, Mr. Ernest A. Savage and Mr. S. A. Pitt. The Bibliothèque Nationale of France was represented, in the regretted absence of M. Roland-Marcel, by M. Eugène Morel, who presented greetings from the latter and from the French Library Association. Dr. Krüss, director of the State Library at Berlin, practically a national library, agreeably surprised most of his auditors by his facts as to the present status of German university and other libraries and particularly of the inter-library loan feature, which preceded and much exceeds American development in that direction. Norway gave a good account of itself thru Mr. Thor M. Andersen, of the University Library at Oslo. Madame Haffkin-Hamburger told of the surprising library development in Russia, where both at Leningrad and Moscow the Soviet authorities are massing library treasures into two great libraries, the first estimated at over four million volumes, which would make it the largest library in the world but for the fact that the estimate is approximate and an enormous number of duplicates is probably involved. The historic review of Chinese development by Mr. P. W. Kuo gave a shock to our American view of the modern invention of many things, and he paid tribute to the services of Miss Wood which on the succeeding international evening were acknowledged by a rising vote of appreciation as she was presented on the platform. Japan had its story to tell of its modern development thru Mr. E. Matsumoto, director of the Imperial Library at Tokio. The one element of regret was that the Latin-American countries, especially our neighbors Mexico and Cuba, were not more fully represented. All told, there were library delegates or diplomatic representatives from twenty-five countries who were presented formally on the first evening as the roll of countries and representatives was called, and it was noted that at least a dozen countries had national library organizations. Most fruitful of all, perhaps, in its outcome was the significant meeting held in one of the churches for the discussion of the details of international library relations which drew together foreign representatives in pleasant intimate consultation.

HOSPITALITIES thruout thte conference were especially interesting. They were prefaced on Sunday evening by a dinner of the pioneers, those within the A. L. A. before 1900, arranged by Mrs. Carr, with an A. L. A. birthday cake in the shape of a great book with fifty candles, a festival brimming over with youthful enthusiasm as fifteen speakers, called upon without notice, did the total talking within less than an hour. On Monday came a formal dinner tendered by the Historical Society of Pennsylvania to the foreign delegates, presided over by Thomas L. Montgomery as its secretary, which unfortunately delayed the large audience a full hour at the reception meeting. At Philadelphia the University of Pennsylvania gave a luncheon spread in its gymnasium after the commemorative exercises and the Historical Society was again host in its fine new building, a contrast indeed with that of fifty years ago, with a pleasant word of appreciation from Mr. Corson, its president. The few who found time to visit the "Sesqui" exposition returned with disappointment at the crude and disspiriting exhibition, in which, however, the Education building was well filled with remarkable exhibits of social service, that of the A. L. A. being most notable. President and Mrs. Belden gave pleasant little dinners before each international meeting to the speakers of the evening. At Thursday luncheon the members of the American Library Institute met informally, Dr. Bostwick presiding, with Mr. Dewey present, and decided to continue existence and to meet mid-winter in Chicago, each spring in Atlantic City and also at the A. L. A. conference whenever there should be enough members and interest to justify a formal meeting. The library schools had their usual dinners, two hundred greeting Mr. Dewey and Mr. Wyer at the Albany swan-song. Every courtesy and attention was given at the Hotel Ambassador, the headquarters, under Mr. Lawless' management and at the old familiar hotel, the Chelsea, where Mr. J. B. Thompson, president of the corporation, had happily redeemed the management from the repellent attitude of a temporary manager. Old habitués were interested both in the new brick wing and in the spacious Chelsea auditorium in connection with the hotel, which afforded convenient opportunity both for the general sessions in the main auditorium and for the meeting of the Special Libraries Association in the ample meeting room below. Besides the expected attendance of Mr. Dewey and Mr. Bowker, the conference was pleasantly surprised by the presence of Charles Evans, a third '76-er, who came with fresh laurels because of the revival of publication of his great bibliography. But W. E. Foster could not be tempted from his Providence quiet into the maelstrom of a convention. Miss E. Fannie Whitney, for many years librarian at Concord, and Miss Florence Cushing, temporarily librarian at Vassar at the beginning of the A. L. A., who had not retained membership in the A. L. A. in the intervening years, were recognized *in absentia* by appointment as Honorary Vice-Presidents. George M. Abbott, successor of Lloyd P. Smith as librarian of the Library Company of Philadelphia, who did large service tho unrecorded at the 1876 conference, received visitors on Wednesday in its library building and from them had congratulations on his sixty years and more of library work. Among those present at the succeeding conference of 1877, William Harden from Georgia and Walter S. Biscoe were present, but sad word came from Hartford that Caroline M. Hewins, whose name when mentioned at the general sessions evoked cordial applause, had for three months past suffered from mental illness beyond recognition of friends and messages. The dean of librarians, C. Alexander Nelson, who reckons seventy-one years of library service as boy and man, honored the conference with attendance in his eighty-eighth year.

AT the two Council meetings important action was taken on several subjects. A Board on Adult Education was provided for, as a parallel to the Board on Training for Librarianship, and an outlined program was presented of the varied fields which such a board might be useful in cultivating. Library extension also received attention in the acceptance of the report of the committee on that subject. Another important resolution was for the establishment of a periodical specifically as the organ of the Association which would provide for the publication of papers of professional value more extensive and elaborate than are included in existing periodicals. The Council becomes each year a more important body as the increasing membership makes discussion or action at general meetings more and more impracticable. Indeed, the American Library Institute, which has led a checkered existence, also seems of increasing importance because it can deal in a large way with questions not sufficiently immediate and practical to have the attention of the Council and not within the general interest of the membership of the A. L. A.

IT is interesting to note that the initiative of the new School of Library Service at Columbia University comes also this semicentenary year. At the formal opening on October 1st the three directors who had had part in its development thruout the forty years, Melvil Dewey, Edwin H. Anderson and James I. Wyer, were all present and made congratulatory speeches on the new

promise for the school, which begins with a class of one hundred and four members. To Mr. Anderson, for the New York Public Library School, and to Mr. Wyer for the pioneer library school, too much credit cannot be given for their hearty co-operation in promoting the consolidation of the two schools for the greater development of library service in connection with one of the greatest of universities. President Nicholas Murray Butler, in a felicitious address, made *amende honorable* in connection with the unkindness of Columbia College toward its earliest daughter, whose return is welcomed back by Columbia University as one of its most important possibilities of future service. That this took place in the week preceding the A. L. A.'s fiftieth conference affords the more interesting comparison because the thirteen women present in 1876 were represented by over two thousand in this year of grace, and Columbia University, which turned its back to the library school because it involved the admission of women as students, now has over fifteen thousand women on its roll.

Library Book Outlook

FICTION has at least four new titles of importance to offer for consideration. There is H. G. Wells' new two-volume work, The World of William Clissold (Doran, $5); Ellen Glasgow's The Romantic Comedians (Doubleday-Page, $2.50), the story of a judge who is the sentimental embodiment of the tradition of Southern chivalry; Countess Russell's Introduction to Sally (Doubleday-Page, $2.50), a new story by this always popular novelist; and W. S. Maugham's The Casuarina Tree (Doran, $2), six strong stories about the English people who live in the Malay Peninsula and in Borneo.

Of travel-books there is a large and varied assortment. H. M. Tomlinson has a new book, entitled Gifts of Fortune and Hints for Those About to Travel (910, Harper, $4), telling of voyages to the islands of the East, the Malay forests, the South American jungle, and other remote parts of the earth, illustrated with woodcuts. Travel and Adventure in Many Lands, by Cecil Gosling (910, Dutton, $3.50), includes campaigning in South Africa, a hazardous expedition to unknown reaches of the Amazon, and other varied experiences elsewhere.

The Soul of Spain, by Havelock Ellis (914.6, Houghton-Mifflin, $2.25), contains articles on the romance, the women, and the art of Spain, partly reprinted from periodicals. Motor-Cruising in France, by Leslie Richardson (914.4, Houghton-Mifflin, $5), is an account of a motor-boat cruise, from Brittany to the Riviera, with some good photographic illustrations. Czechoslovakia, by Jessie Mothersole (914.37, Dodd-Mead, $5), describes and illustrates with the author's own drawings, in color and in black-and-white, her recent tour of that country. A Turkish Kaleidoscope, by Clare Sheridan (914.96, Dodd-Mead, $3.50), shows, with the aid of thirty-two full-page illustrations, Turkey under various lights and in different moods.

Beyond the Bosphorus, by Lady Dorothy Mills (915.6, Little-Brown, $4), is an illustrated travel-book that gets near to the tragedy of the Middle East, that melting-pot of violence and intrigue. East of Siam, by Harry A. Franck (915.9, Century, $3.50), tells of this veteran traveller's ramblings in the five divisions of French Indo-China. The Long Old Road in China, by Langdon Warner (915.1, Doubleday-Page, $5), describes a journey into the far west of China, undertaken to discover and bring back to this country famous Buddhist frescoes and statuary.

The Fire of Desert-Folk, by Ferdinand Ossendowski (916.4, Dutton, $3), is an account of the author's journey thru Morocco. Wonderful Africa, by Fred A. Donnithorne (916.7, Stokes, $6), is a narrative of 7,000 miles' travelling in South and Central Africa.

Tom-Tom, by John W. Vandercook (918.8, Harper, $3.50), is an account of the bush-negroes of Dutch Guiana.

New biographical and autobiographical titles include: Mohammed, by R. F. Dibble (Viking Press, $3), which shows this historic figure to have been a decidedly human being; Demosthenes, by Georges Clemenceau (Houghton-Mifflin, $2.50), a study of the great Athenian orator that is at the same time a veiled autobiography of the author; The Memoirs of Raymond Poincaré, Vol. I (Doubleday-Page, $5), the first of a series of volumes, this one covering the year 1912, in which the author was appointed Premier of France; Sutter's Gold, by Blaise Cendrars (Harper, $2.50), the story of the man on whose domain gold was first discovered in California, in 1849, translated from the French; Bill Nye, His Own Life-Story, by Edgar Wilson Nye (Century, $4), a compilation made from this old-time American humorist's letters and other unpublished writings, by his son; The White Devil's Mate, by Lewis Stanton Palen (Houghton-Mifflin, $2.50), a companion volume to the author's recent White Devil of the Black Sea, giving the story of the young girl wife who followed the White Devil's wild career of Bolshevik-hunting; Through Many Windows, by Helen Woodward (Harper, $2.50), recounting the varied experiences of a modern business-woman, as stenographer and clerk, and finally in an important executive position; and Men in

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Women's Guise, by Oscar P. Gilbert (920, Brentano's, $3.50), a study of the Chevalier d'Eon, the Abbé de Choisy, and other males who elected to live their lives as women.

In History and Sociology we have George Macaulay Trevelyan's History of England (942, Longmans, $4.25), a new history, designed to cultivate the historical sense, so that the reader can learn to apply the teaching of history to present-day problems; Causes and Their Champions, by M. A. De Wolfe Howe (301, Little-Brown, $4), a discussion of eight reform-movements affecting contemporary American life; Which Way Parnassus? by Percy Marks (378, Harcourt-Brace, $2), a new discussion of American colleges; and Caravans of Commerce, by Isaac F. Marcosson (382, Harper, $3), being the story of America's vast world-trade expansion.

Synopses of English Fiction, by Nora I. Sholto-Douglas (823, Stokes, $4), deals with the period from 1551 to 1810 in thirty-eight summaries, while the period from 1812 to 1872 is dealt with by a selection of novels of literary merit that are not well known to the general public of today. Some Dickens Women, by Edwin Charles (823, Stokes, $4), brings together in one volume some of Dickens' representative women characters and gives their story in complete narrative form.

Transition, by Edwin Muir (804, Viking Press, $2), is a collection of essays on contemporary literature.

Mr. and Mrs. Haddock in Paris, France, by Donald Ogden Stewart (817, Harper, $2), continues the uproarious travels of this American couple and their daughter Mildred.

Stephen Graham's The Gentle Art of Tramping (613.7, Appleton, $2.50), gives ideas and suggestions for trips, and includes chapters on adventures of the road and the like.

Joseph Collins, the well-known neurologist-litterateur, discusses sex in a new volume entitled The Doctor Looks at Love and Life (176, Doran, $3).

Additional fiction-books worth considering are: Kindling and Ashes, by George Barr McCutcheon (Dodd-Mead, $2), the story of a family-feud and of a modern Romeo and Juliet; Labels, by A. Hamilton Gibbs (Little-Brown, $2), a novel of the after-war readjustment of three young people—a sister and her two brothers; The Horton Twins, by Fannie Kilbourne (Dodd-Mead, $2), another wholesome story of American domestic life, by the author of Mrs. William Horton Speaking; and Ghosts Grim and Gentle, by Joseph Lewis French (Dodd-Mead, $2), a collection of old and new ghost-stories.

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Among Librarians

Mary Bacon, 1921-22 New York State, who has been assistant librarian of the Lewis and Clark High School, Spokane, Wash., has been appointed librarian of the North Central High School, Spokane.

Elvera Bianchi, 1917 Simmons, has been appointed librarian of the Everett (Massachusetts) High School.

Bertha Florence Blackburn, 1921 Illinois, for the past three years assistant in charge of orders and accessions at the Library of the University of Southern California, has recently accepted the position of assistant librarian in charge of cataloging at the City School Library of Los Angeles.

Leslie E. Bliss, 1913 New York State, since 1920 curator at the Henry E. Huntington Library and Art Gallery, San Gabriel, Calif., was appointed its librarian on September 19.

Nina C. Brotherton, who succeeded Sarah C. N. Bogle as principal of the Carnegie Library School at Pittsburgh in 1920, will join the faculty of the Simmons College School of Library Science in September with the rank of associate professor and will have charge of work in connection with the considerable development planned in the courses in work with children and in school libraries.

Grace M. Burton has resigned her position as assistant librarian in charge of the reading room at Grinnell College to accept a similar position at Humboldt State Teachers College Library, Arcata, Calif.

Nellie M. Carey, 1925-26 New York Public, has been appointed librarian of the Public Library, Hastings, Neb.

Grace I. Dick, 1915-16 New York State, has been appointed by the Pasadena city schools to be in charge of the elementary and junior high school library.

Dorothy Doerr, 1924-25 New York Public, has been appointed librarian of the Northeast Branch of the Kansas City Public Library.

Lucile F. Fargo, 1907-08 New York State, has resigned as librarian of the North Central High School, Spokane, Wash., to join the staff of the A. L. A. headquarters office in Chicago, as senior assistant to the Board of Education for librarianship.

Ruth E. Geiser, 1924 Drexel, appointed assistant librarian at Temple University Library.

John S. Gummere, 1925 Drexel, has been appointed senior assistant in the Washington Square Library of the New York University.

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Sarah Steele Hettinger, 1925 Drexel, has been appointed cataloger of the library of the Curtis Institute of Music.

Dorothy Higgins, 1917 Simmons, has joined the cataloging staff of the Library of Congress.

Juanita Kersey, 1925-26 New York State, becomes librarian of the Oswego (N. Y.) city school library on November 15.

Dorothy Krisher, 1924 Simmons, is assistant at the Wells Fargo Bank, San Francisco.

May Lilly, 1924 Drexel, who later attended the School for Children's Librarians at Western Reserve University, has been appointed children's librarian of the Free Library of Philadelphia.

Gertrude Phipps, 1909 New York State, has resigned as cataloger at the University Library, Berkeley, Calif.

Frances Pope, 1924 Simmons, has been appointed chief cataloger at the Silas Bronson Library, Waterbury, Conn.

Irma Snyder, 1917 Simmons, has returned to the University of Cincinnati to become librarian of the School of Applied Arts.

Marjorie Taylor, 1924 Simmons, has been appointed an assistant in the School of Commerce Library, New York University.

Helen A. Titsworth, 1908 Simmons, appointed head of the catalog department of the University of Kansas Library, Lawrence.

Irene Wilson, 1925 Simmons, appointed cataloger at the Washington Square Library of New York University.

John S. Wilson, 1916 Washington, has resigned as librarian of the Washington State Normal School at Ellensburg to become head of the circulation department at the University of California. Mary Jones, 1923 Washington, assistant librarian of the same institution succeeds Mr. Richards as librarian, and Myrtle Funkhouser, 1923 Washington, who was acting Superintendent of Traveling Libraries of the State of Washington for the year 1925-1926, becomes Miss Jones' assistant.

Ruth Worden has been appointed to the faculty of the University of Washington Library School with university rank of instructor. Her work will be divided between teaching and administration. She will have charge of all book courses, and will begin her service November first. Miss Worden is a graduate of Wellesley and of the Wisconsin University Library School; she has spent two years on the staff of the Buffalo (N. Y.) Public Library and eight with the County and City Library at Missoula, Mont.

Members of the Class of 1926 of the Pratt Institute Library School not already reported have been appointed as follows: Anne C. Huestis, assistant, New York Public Library; Eleanor Akin, assistant, Educational Unit, Catalog Department, Harvard University Library.

Recent appointments of members of the 1926 class of the University of Washington Library School are: Ellen McGregor, high school librarian, Salem Ore.; Alice E. McQuaid, assistant in the children's room, Seattle Public Library; Anastasia Meeks, secretary to the librarian, University of Washington; Kathryn Stith, children's librarian in the Ballard Branch of the Seattle Public Library.

Appointments of members of the Class of 1926 of the Drexel Institute Library School are: Elizabeth B. Hay, library assistant in the Lehigh University Library, Bethlehem, Pa.; John H. Klaren, chief of the Division of Maps in the Free Library of Philadelphia; Margarete Stiegelmeyer, assistant at Girard College Library.

Recent appointment of members of the Simmons College School of Library Science class of 1926 are: Ruth Giles, assistant at the Public Library of the District of Columbia, Washington, D. C.; Elisabeth Hobbs is doing temporary work at the Smithsonian Institute, Washington, D. C.

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Publications Received

Snowden, James H. The truth about Mormonism. Philadelphia: Westminster Press. 1926. 368p. il. $2.50.

Houghton, Albert H. Practical proofreading. Chicago: United Typothetae of America. 213p. il. $4.

Clapp, Frank Leslie and Thomas M. Risk. Better teaching. A handbook for teachers and supervisors. Newark: Silver, Burdett and Co. 1926. 58p.

Sears, Minnie Earl, comp. Children's catalog. First supplement. New York: H. W. Wilson Co., 1926. 3rd rev. and enl. 56p.

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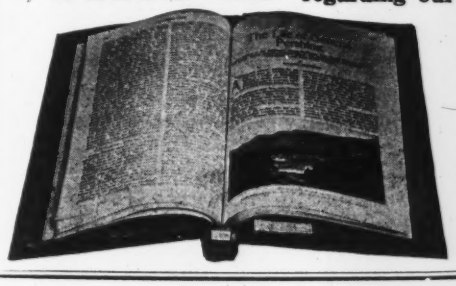

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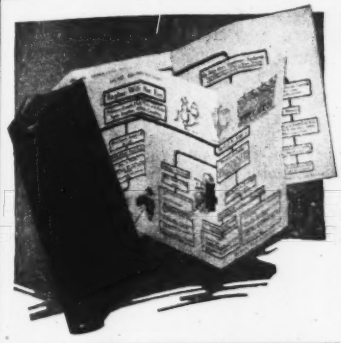

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